

TN Part B, Annual Performance Report



**State of Tennessee
Department of Education
Division of Special Education
2006 – 2007**

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Part B Annual Performance Report (APR) for 2006-2007

Overall view of the Annual Performance Report Development:

The Part B, IDEA Annual Performance Report (APR) for Tennessee was developed in conjunction with and approved by the State's Advisory Council and the State's Interagency Coordinating Council for appropriate indicators.

In order to complete this document:

1. Data was gathered from the Federal Data Reports, state End of Year (EOY) Reports, state and federal statistical analysis reports, parent surveys, monitoring information, advocacy and parent groups, and local education agency (LEA) personnel whenever possible. The Office of Data Services reformatted the information into tables that could be used for completion of indicators.
2. The SPP/APR Director was asked to be responsible for overall completion and submission of the final APR document.
3. All indicator chairperson's were assigned tasks specific to overall management and accountability as well as specific timelines for completion of assigned indicators.
4. Each chairperson was responsible for primary communication with stakeholders connected to their indicator and for ensuring that all information and suggestions were considered in the development and finalization of particular indicators. Personnel from other Division's within the Department of Education, as well as other departments, were asked to provide consultative assistance on various indicators on an as needed basis.
5. The DOE SPP/APR Director contacted members of the State Advisory Council, the State Interagency Coordinating Council (ICC), and the Developmental Disability Council asking for persons to participate. Indicator chairpersons were then responsible for contacting these persons to participate as needed. Personnel from the Department of Education's Division of Teaching & Learning, Division of Early Childhood, Division of Evaluation & Assessment, and Division of Accountability, parents, LEA reps, advocacy groups, members of both the State Advisory Council and the State Interagency Coordination Council then provided feedback for indicators that were of interest to them. Others involved may also be listed within the indicator responses.
6. Deadlines for review dates, draft write-ups and meetings were established along with determining who should be in attendance at each meeting. Some meetings were also held on an as needed basis with indicator chairpersons to ask and answer questions, and review data and indicator progress.
7. Once the document was compiled, the "draft" was submitted to the State SPP/APR Advisory Council on October 22, 2007 and January 7, 2008, for exchange of information and review prior to being submitted to OSEP.
8. Template categories/format for each indicator was:
measurement, measurable and rigorous target, actual target data, discussion of target data, discussion of improvement activities completed and explanation of progress or slippage that occurred for FFY06... this is embedded into our improvement activities tables, revisions with justifications to proposed targets/improvement activities/timelines/resources for FFY06.
The TN APR template followed a slightly different order than that provided by OSEP however all required information was provided as requested.

APR Template – Part B (4)

Tennessee
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This APR will be disseminated by email notification to known organizations & parent groups as well as to LEAs throughout the state via our website, located at <http://www.state.tn.us/education/speced/sereports.shtml>.

Part B State Annual Performance Report (APR) for 2006 - 2007**Overview of the Annual Performance Report Development:**

Monitoring Priority: FAPE in the LRE

INDICATOR 1 - GRADUATION: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The measurement for FFY2006 does not include all youth data. Only leavers with IEPs are included in the measurement.

**Grad. with with reg hs diploma/
Grad. with reg diploma + recd
certif.+ reached max age+dropped
out**

4163/4163+2060+60+1231= 55.4%*

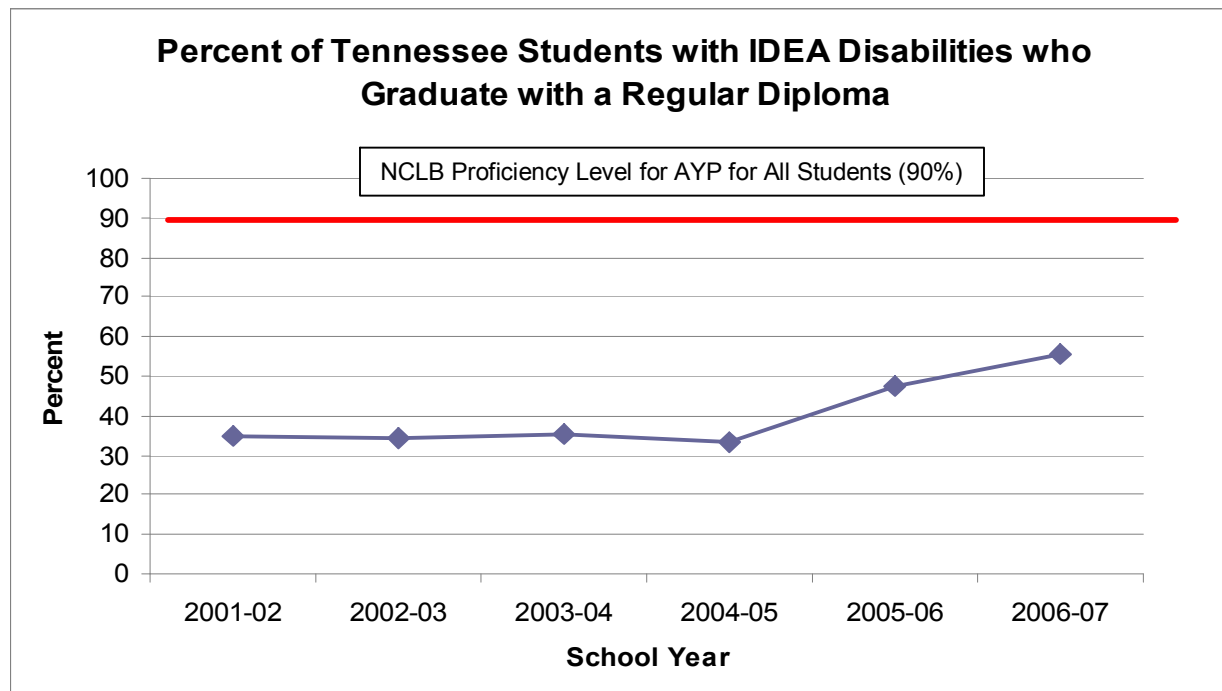
FFY	Measurable and Rigorous Target
2006 (2006-2007)	Increase the percent of youth with individual education programs (IEPs) graduating from high school with a regular diploma by 1.5%.

For Overview of the Issue/ Description of system or process see SPP 2005-10

Actual Target Data for 2006-2007:

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Percent of Students in Special Education Exiting with a Regular Diploma	34.9	34.5	35.3	33.2	47.7	55.4*

Data sources documents: Tennessee's 2001, 2002, 2003, 2004 2005 2006 OSEP DANS Table 4; Tennessee Department of Education, Division of Accountability Roster of Graduates Reports for 2001 through 2006 school years.



Data source documents: Tennessee's 2001, 2002, 2003, 2004 2005, and 2006 OSEP DANS Table 4 – Report of Children with Disabilities Exiting Special Education and Tennessee's NCLB Accountability Workbook (June, 2007)

Discussion of Target Data for 2006-2007:

The percent of students in special education exiting with a regular diploma is defined as the number of students receiving special education services who graduated with a regular diploma divided by the number of students receiving special education services age 14 or older who left school with a regular diploma, with a certificate, after reaching maximum age or by dropping out. Tennessee determines graduation rate via an event rate. For more information on conditions that youth with IEPs must meet to graduate with a regular diploma see the TN SPP, Indicator #1, Page 4.

A 1.5% yearly increase in the percent of students in special education exiting with a Regular Diploma is considered a rigorous target. A 7.7% increase was obtained in the 2006-2007 year. Our graduation rate was determined to be 55.4%, increasing from 47.7%. Tennessee obtained and exceeded our target.

While many Improvement Activities were implemented, the task force believes that offering a multi-pronged group of activities to meet individual needs had a significant effect on student improvement. Three of the most important were: (1) LEA's focused additional activities toward improving AYP where students with disabilities were a known subgroup (2) the Department of Education focused on improvement in reading and closing the achievement gap for all students (3) increased collaboration between the SEA's Division of Special Education and Office of Accountability led to greater awareness from the LEA's in creating and implementing Comprehensive System Wide Plans.

NOTE: In May of 2007 the General Assembly of the State of Tennessee enacted a bill that will look at the feasibility of developing alternate paths to high school diplomas. The TNDOE, Division of Special Education will take an active role in working with the legislatures to explore various options.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06 (see table below)

Improvement Activities	Discussion of Improvement Activities Completed and progress or slippage that occurred for FFY06
<p>Beginning with 2006-07 data, compare graduation rates statewide and by LEA to analyze the need for improvement. Identify LEAs with graduation rates lower than the state average for youth with IEPs. Conduct focused monitoring and development of improvement plans where warranted.</p>	<ul style="list-style-type: none"> 11 of 24 LEAs monitored in 2006-07, or 46%, were identified with graduation rates lower than the state average for youth with IEPs. Focused monitorings were not warranted at this time, however the 11 identified LEAs wrote improvement plans to increase their regular high school diploma rates at least 1.5% annually. The TNDOE, Division of Special Education, will follow up on these improvement plans in the Spring of 2008 to ensure implementation by LEAs within one year of identification. Collaborated with the TN. Office of Accountability to ensure that LEAs, who do not meet the state standard, included plans for improvement in their local TN. Comprehensive System-wide Planning Process (TCSPP) The TNDOE, Office of Accountability, ensures that all LEAs in the State have addressed graduation rate within their respective TCSP Plans. <p>Progress made. Continue Activity</p>
<p>Provide extensive training for test accommodations for use with state mandated assessments</p>	<ul style="list-style-type: none"> In the 2006-2007 school year, LEA's were provided training regarding TCAP. Special Educators as well as General Educators received training on testing accommodations, Alternate Assessment and Portfolio Assessment. Accommodations are posted on the TNDOE website. <p>Progress made. Continue activity</p>
<p>Provide Gateway tutoring for at-risk students</p>	<ul style="list-style-type: none"> Ongoing technical assistance (TA) from the RISE Project (Univ. of Memphis) Gateway tutoring included in school program

	<p>improvement plans (PIPs) Progress made. However, continued performance of this indicator will be monitored via indicators 3,9, and 10 within this plan,</p>
Increase student participation in work based learning	<ul style="list-style-type: none"> Four regional trainings for Work Based Learning. In September of 2007, work based learning trainings were held in each of the three grand divisions of the State. This resulted in 163 teachers being trained. Progress made. Continue activity.
Increase reading instruction for all grades	<ul style="list-style-type: none"> TN Reading Policy (State Board of Education policy) Reading Praxis required for all teachers. Activity Completed High School Reform Focus Group (DOE initiative) Align curriculum to IEP goals Progress Made/Continue Recently passed HB2973 encourages teacher-training institutes to ensure teacher candidates have instruction in teaching of reading. Activity Completed. High School Summit – Reading in the Content Areas. Activity Completed in Summer of 2007. Also, implemented a Middle School Summit. Both summits are anticipated to occur in 2008. State Improvement Grant (SIG) – Reading First strategies in upper elementary, Middle and High School, Read with Understanding introduced. Activity Completed. This grant is currently being reapplied for. Workshops by TN DOE, Office of Accountability focusing on reading improvement and LEA accountability for yearly improvement Progress made. Continue activity.
Explore use of credit recovery programs	<ul style="list-style-type: none"> Reviewed High School Reform proposals Seeking to establish baseline of LEAs using credit recovery. Reviewing how other states are utilizing credit recovery Progress made. Activity completed.
AYP grant targeted towards NCLB scores for High School graduation rate for students with disabilities sub group	<p>In the 2004-2005 school year, 20 LEAs who were found not to meet AYP because of the SWD subgroup, were provided technical assistance. Of those 20, 10 came off the list for 2005-06. In 2006-2007, 29 of 33 LEAs who were found not to meet AYP because of the SWD subgroup will be provided special focused technical assistance through AYP grants which they received through application with TNDOE. Progress Made/Continue</p>

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Tennessee
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY06:

Activities	Timeline	Resources
<p>Develop Modified Alternate Achievement Standards Assessment (MAASA)</p> <ul style="list-style-type: none">• Creation of TNDOE MAASA Task Force• Review the current 5 states with approved Modified Achievement Standards Assessments• Determine eligibility standards for allowable 2% of SWD as per IDEIA and NCLB• Development of Modified Assessment	<p>August 2007-August 2010</p>	<p>TNDOE staff and stakeholders (i.e. LEAs, IHEs, Assessment Coordinators, STEP, ARC of TN, parents, and state special schools reps, etc.)</p>

Part B State Annual Performance Report (APR) for 2006 - 2007

Overview of the Annual Performance Report Development:

Input for completion of this portion of the performance plan included: a stakeholder survey, twice a month meetings with TDOE staff, and multiple requests to stakeholders for input and revisions.

Monitoring Priority: FAPE in the LRE

INDICATOR 2 – DROP-OUT: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

<p>Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.</p> <p><i>The measurement for FFY2006 does not include all youth data. Only leavers with IEPs are included in the measurement.</i></p>	<p>Students dropped out/grad with reg hs diploma+recd a certif.+reached max age+dropped out</p> <p>$1231/4163+2060+60+1231= 16.4\%^*$</p>
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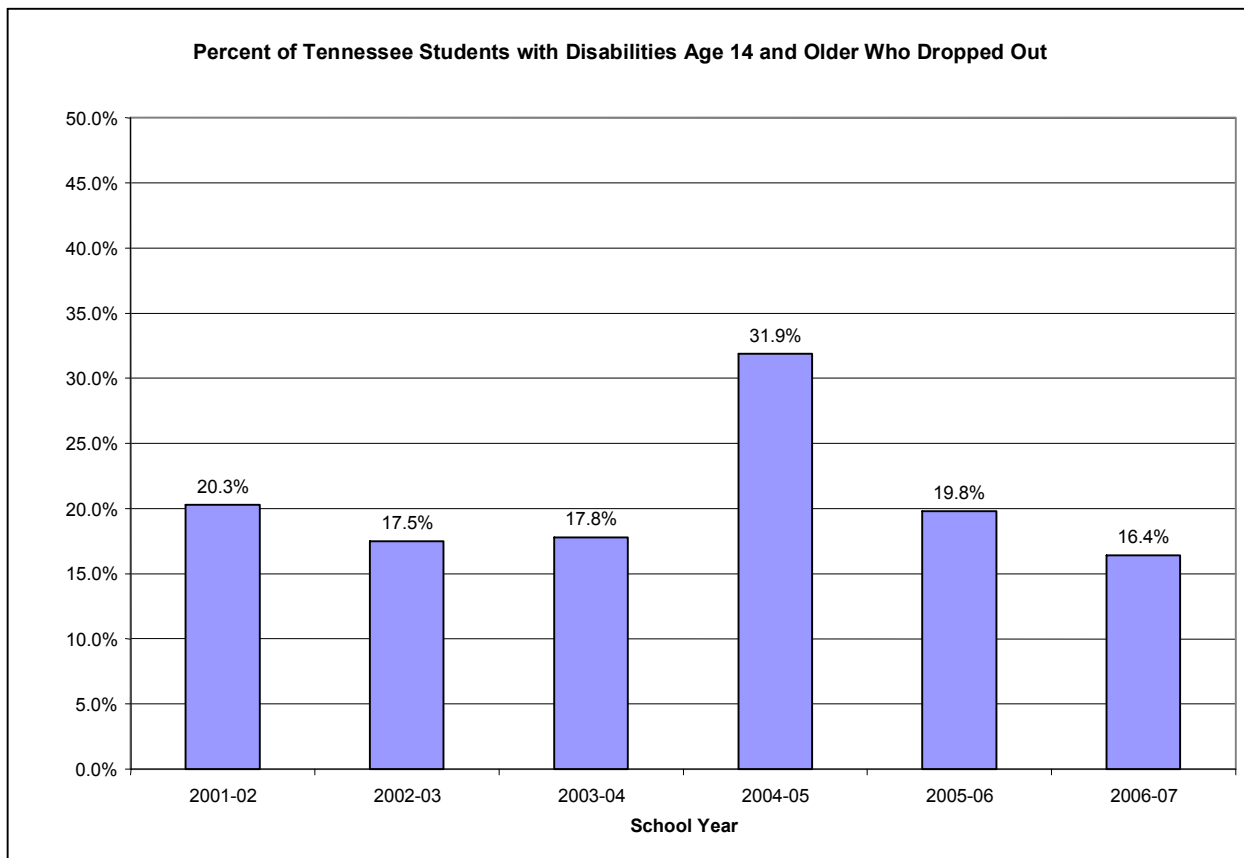
FFY	Measurable and Rigorous Target
2006 (2006-2007)	Reduce the drop out rate for students with disabilities by 1.5%.

For Overview of the Issue/Description of system or process see SPP 2005-10.

Actual Target Data for 2006-2007:

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Percent of Youth with IEP's Dropping Out of High School	20.3%	17.5%	17.8%	31.9%	19.8%	16.4%*

Data source documents: Tennessee's 2001, ,2002 , 2003,2004,2005,2006 OSEP DANS Table 4



Discussion of Target Data for 2006-2007:

Tennessee calculates the percentage of students dropping out by dividing the number of students with disabilities 14 years and older who dropped out by the number of students with disabilities 14 years and older who graduated with a diploma, received a certificate, reached the maximum age for services or dropped out. Tennessee determines drop out rate via an event rate.

There was a significant increase in the drop out percentage in 2004-05 in comparison to the previous four years. This was primarily due to a change in the definition of drop-outs by OSEP. The category of students “moved, not known to be continuing” were counted as drop-outs beginning in 2004-05 where they had not been in the past. Prior to this there had been a steady decline in drop out rates over the last 4 years. A 1.5% yearly decrease in the percent of students in special education dropping out is considered a rigorous target. A 3.4% decrease was obtained in the 2006-2007 year. Our drop out rate was determined to be 16.4%, decreasing from 19.8%. Therefore, TN has met our target for the 2006-07 school - year.

This decrease is believed to be the result of better tracking by LEAs of students that have moved, extensive technical assistance (through phone calls and WebEx, by the Office of Data Management, and the Improvement Activities created and implemented via this plan.

28 LEAs wrote improvement plans in 05-06 SY to address findings of non-compliance/improvement.

All findings (100%) had been addressed within one year of identification

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06. (see table below)

Improvement Activities	Discussion of Improvement Activities Completed and progress or slippage that occurred for FFY06
Develop experimental work activities for grades before graduation.	<ul style="list-style-type: none"> University of TN's <i>Center on Disability and Employment</i> provided TA Internal Self-Assessment Tool <p>Activity Completed. Progress made.</p>
Pursue development of alternate diplomas or graduation paths.	<ul style="list-style-type: none"> DOE <i>High School Redesign</i> Focus Group. Activity in Progress/Continue SREB Transition Forum. Activity Completed. Progress Made NCLB diploma options investigated <p>On May 14, 2007, the General Assembly of the State of TN passed Public Chapter #321. This Bill states that the State Board of Education must convene a task force that will look into the feasibility of developing alternate paths to current high school diplomas. Activity in Progress/Continue.</p>
Increase the availability of vocational programming.	<ul style="list-style-type: none"> 125 LEAs offer Career Technical Education (CTE) programs. Progress Made/Continue 6 Career Academic Technical Gateway Institutes were conducted 04-05 and 05-06. Institutes were not offered in 2006-2007. However, T/A was provided to participants from the preceding years. Discontinue Activity, this T/A will be provided through other Career and Technical initiatives. Career Academic Technical Integration grants in 18 high schools (third year). Grant terms ended in 2006-2007. However, new grant opportunities are currently being developed. Activity Completed/Progress Made. Annual Career and Technical Education Conference. Activity completed in July 2007. Progress Made/Continue Contextual Academic Courses realigned to regular academic standards. Currently working to realign courses and create online competencies. Progress Made/Continue Activity.

	<ul style="list-style-type: none"> Resource Guide developed to assist in placing special education students in appropriate CTE programs. This guide was made available to LEA's in February of 2007. Progress made/activity completed. <p>NOTE: Currently, the TNDOE, Career and Technical Division, is working to revise Career Clusters. It is developing and working toward the implementation of 16 specified Career Pathways for LEA's.</p>
Emphasize development of work based learning programs to increase student involvement and the benefits to students.	<ul style="list-style-type: none"> TA from LRE for LIFE TA from the RISE Project Three regional trainings for WBL coordinators (163 teachers trained) <p>These activities are repeated in Indicator #1 and will be discontinued here. Progress made.</p>
Promote the inclusion of goals for all students in the areas of: independent living, management of personal finances, completing applications and resumes, employment and post secondary schooling exploration.	<ul style="list-style-type: none"> Internal Self-Assessment Tool Seamless Transition developed by the University of TN Self Determination Curriculum developed by the University of TN's Center on Disability and Employment provided TA, regional trainings and developed pilot sites. All LEAs monitored in 06-07 now have PIPs for improving transition plans Transition Grants to LEAS <p>NOTE: The preceeding improvement activities have all been completed. They will be discontinued here and will be continued via Indicators 13 and 14.</p> <p>Progress made.</p>
Provide training to special education and general education teachers on differentiated instruction, and testing accommodations.	<ul style="list-style-type: none"> TA from LRE for LIFE (see indicator #5) TA from the RISE Project (see indicator #5) Field Service Centers and personnel used as resources. Progress made/Continue SIG – IRIS Center for Faculty Enhancement developed web-based modules for D.I. and accommodations, provided 'train the trainer' training, ed. consultants working in schools. Progress made. Continue activity.
Provide training on Response to	<ul style="list-style-type: none"> This activity duplicated in other indicators.

Intervention (RTI).	Progress reporting will occur through indicators 3, 5, 9, and 10.
Conduct review of drop out rates for all LEAs and identify those falling above an established target for focused monitoring and development of improvement planning as warranted.	<ul style="list-style-type: none"> 13 of 24 LEAs monitored in 2006-07, or 54%, were identified with drop-out rates exceeding the established target. Focused monitoring visits were not warranted however the identified LEAs wrote improvement plans to decrease the dropout rate by at least 1.5% per year. Improvement plans will be monitored by TNDOE Division of Special Education staff to ensure implementation by LEA staff in the Spring of 2008. Progress made; this activity will continue. Collaborate with the TN Office of Accountability to ensure that LEAs, who do not meet the state standard, include plans for improvement in their local TN. Comprehensive System-wide Planning Process (TCSP). The Office of Accountability ensures that all LEAs in the State have addressed drop out rates within their respective TCSP Plans. Progress made. This activity will continue.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY06:

Activities	Timeline	Resources
NONE AT THIS TIME		

Part B State Annual Performance Report (APR) for 2006-2007

Overview of the Annual Performance Report Development:

Data gathered for Indicator 3 is based on Tennessee's NCLB report for participation and proficiency rates for the Tennessee Comprehensive Assessment Program (TCAP) in the 2006-2007 school year.

Monitoring Priority: FAPE in the LRE

INDICATOR 3 – STATEWIDE ASSESSMENTS: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Yearly AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State)}} \right] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{(b)}{(a)} \right] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{(c)}{(a)} \right] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{(d)}{(a)} \right] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{(e)}{(a)} \right] \times 100$).

Account for any children included in (a) but not included in (b), (c), (d + e) above

Overall Percent = $\left[\frac{(b + c + d + e)}{(a)} \right]$.

- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $\left[\frac{(b)}{(a)} \right] \times 100$);
 - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $\left[\frac{(c)}{(a)} \right] \times 100$);
 - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level standards (percent = $\left[\frac{(d)}{(a)} \right] \times 100$); and
 - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $\left[\frac{(e)}{(a)} \right] \times 100$).

Account for any children included in (a) but not included in (b), (c), (d + e) above

Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
2006 2006-2007	<p>A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 67.3%. (Actual: 51.11%, which represents a 18.61% increase from previous year)</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics. (Actual: 103.4%** , which represents a 5.4% increase from previous year)</p> <p>C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 74.7%. (Actual: 77.3%*, which represents a 5.8% increase from previous year)</p> <p>D. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 61.4%. (Actual: 58.42%*, represents a 1% decrease from previous year)</p>

Note:* For grades 3 - 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2006 census. For high school assessments, numbers are based on first-time test takers reported to have participated in Gateway Assessments (language Arts –grade 10) and high school alternate assessments (reading/language arts – grade 11, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

**Total Percent Participation numbers are calculated using student totals from the December 1, 2006 census (OSEP) and actual student totals who took the TCAP Assessments in December 2006, February 2007, and April 2007 for the 2006-2007 academic school year. Census and assessment totals are different because of but not exclusive to student attrition, moving, absence, sickness, and/or graduation, the differences in which contribute to percentages of more than 100%.

Measurement:

NOTE: The OSEP Tennessee Part B FFY 2005 SPP/ARP Response Table of June, 2007, requested the State to provide the number of districts meeting TN's AYP objectives for progress for the disability subgroup divided by the total number of districts that have a disability subgroup that meets the TN's minimum "n" size. TN is to provide FFY 2006 progress data consistent with the required measurement for this indicator in the FFY APR, due February 1, 2008. Part A includes omitted 2005 and requested current 2006 data for comparison.

A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroups.

2005-2006: Twenty-seven (32.5%) of 40 school districts met the minimum "n" size for disability subgroup in all areas measured, whereas 13 (67.5%) did not meet AYP for SWD subgroup.

2006-2007: Twenty-three (51.11%, Increase) of 45 school districts met the minimum "n" size for disability subgroup in all areas measured, whereas 22 (48.89%) did not meet AYP for SWD subgroup

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Tennessee
State

Percent of districts in “good standing” meeting the State’s AYP objectives of progress for disability subgroup. *This information was incorrectly reported last year in lieu of requested “n” size information, but is included again this year for comparison.*

2005-2006: One hundred and twenty-seven (94.1%) of 135 school districts in “good standing” met the State’s AYP objectives for progress for SWD subgroup. Included in the 127 districts are those that met targets through safe harbor. One school district (.74%) is “targeted”, 1 (.74%) is “school improvement 1-improving”, 2 (1.48%) are “school improvement 2-improving”, and 4 (2.96%) are “school improvement 2” status.

2006-2007: One hundred and twenty-two (90.4%, Slippage) of 135 school districts in “good standing” met the State’s AYP objectives for progress for SWD subgroup. Included in the 122 school districts are those that met targets through safe harbor. Two (1.487%) school district’s are in “corrective action”, 9 (6.7%) school districts are “targeted”, and 2 (1.48%) are in “school improvement 2” status.

B. Participation rate = 103.38%**

Overall, 103.38%** students participated in Reading/Language Arts and Mathematics statewide assessments [(percentage = (b) 27,607 + (c) 75,988 + (d) 0 + (e) 8,816) divided by (a) 108,733].

TN Statewide Assessment 2006-2007 Reading	Reading Assessment (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10~		
	#	%							
a) Children with IEPs	8628*	8081*	7702*	7709*	7745*	7876*	8056*	55797*	
b) IEPs in regular assessment with no accommodations	2498	2094	1818	1729	1977	2154	2348	14618	26.2%
(%)	29.0%	25.9%	23.6%	22.4%	25.5%	27.3%	29.1%		
c) IEPs in regular assessment with accommodations	5705	6009	6130	6380	6209	5941	2892	39266	70.4%
(%)	66.1%	74.4%	79.6%	82.8%	80.2%	75.4%	35.9%		
d) IEPs in alternate assessment against grade-level standards*	State did not have an alternate assessment that tests children against grade level standards.								
e) IEPs in alternate assessment against alternate standards	604	590	712	699	731	787	124	4247	7.6%
(%)	7.0%	7.3%	9.2%	9.1%	9.4%	10.0%	1.5%		
Overall (b+c+d+e) Baseline	8807	8693	8660	8808	8917	8882	5364	58131	104.2%

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Tennessee
State

	102.1%	107.6%	112.4%	114.3%	115.1%	112.8%	66.6%	104.2%	
See Note: **	X	X	X	X	X	X		X	
Medical exemptions	2	4	2	4	5	3	4	24	
Absent	34	38	42	58	81	82	84	419	

~11th grade scores for TCAP-Alt PA reported for (e)
Grade 10

TN Statewide Assessment 2006-2007 Math	Math Assessment (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9		
								#	%
a) Children with IEPs	8628*	8081*	7702*	7709*	7745*	7876*	8882*	56623*	
b) IEPs in regular assessment with no accommodations (%)	2497 31.2%	2093 28.1%	1821 25.6%	1727 24.3%	1977 27.7%	2145 29.7%	729 8.2%	12989	24.5%
c) IEPs in regular assessment with accommodations (%)	5697 71.2%	6003 80.5%	6131 86.2%	6370 89.5%	6208 87.0%	5934 82.1%	379 4.3%	36722	69.4%
d) IEPs in alternate assessment against grade-level standards*	State did not have an alternate assessment that tests children against grade level standards.								
e) IEPs in alternate assessment against alternate standards (%)	604 7.5%	590 7.9%	712 10.0%	699 9.8%	731 10.2%	788 10.9%	445 5.0%	4569 8.6%	8.6%
Overall (b+c+d+e) Baseline	8798 102.0%	8686 107.9%	8664 112.5%	8796 114.1%	8916 115.12%	8867 112.6%	1553 17.5%	54280 95.9%	102.5%
See Note: **	X	X	X	X	X	X		X	
Medical exemptions	2	4	2	4	5	3	4	24	

APR Template – Part B (4)

Tennessee
State

Absents	42	45	40	63	81	98	28	397	
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Note: *For grades 3 - 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2006 census. For high school assessments, numbers are based on first-time test takers reported to have participated in Gateway Assessments (reading/Language Arts-grade 10) and high school alternate assessments (reading/language arts – grade 11, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

**Total Percent Participation numbers are calculated using student totals from the December 1, 2006 census (OSEP) and actual student totals who took the TCAP Assessments in December 2006, February 2007, and April 2007 for the 2006-2007 academic school year. Census and assessment totals are different because of but not exclusive to student attrition, moving, absence, sickness, and/or graduation, the differences in which contribute to percentages of more than 100%.

- a. 108,733 students with IEPs assessed in grades (Reading 3-8, 10 or 11-Alt and Mathematics 3-9).
- b. 25.39% of total students with IEPs participated in the regular assessment (Reading and Mathematics) with no accommodations (percent = 27,607 divided by 108,733 times 100);
- c. 69.88% of total children with IEPs participated in the regular assessment (Reading and Mathematics) with accommodations (percent = 75,988 divided by 108,733 times 100);
- d. 0% of total students with IEPs participated in the alternate assessment (Reading and Mathematics) against grade level standards (percent = 0 divided by 108,733 times 100).
Note: Tennessee does not currently offer alternate assessment against grade level standards.
- e. 8.11% of total students with IEPs participated in the alternate assessment (Reading and Mathematics) against alternate achievement standards (percent = 8,816 divided by 108,733 times 100).

Tennessee data collection regarding the number of students who were absent for State-mandated assessments as well as those students with medical exemptions and noted at the bottom of the tables. Grades 2, 11 and 12 medical exemptions are not required, but totaled 6 more students.

C. Proficiency rate = 67.77%

Overall 67.77% Student's Scoring Proficient¹ or Above in Reading and Mathematics = 20,841 + 46,937 + 0 + 8,412 divided by 112,420.

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Statewide Assessment 2006-2007 Reading	Reading Assessment (Proficiency)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10~		
								#	%
a) Children with IEPs	8628*	8081*	7702*	7709*	7745*	7876*	8056*	55797*	
b) IEPs in regular assessment with no accommodations (%)	2146 24.9%	1579 19.5%	1573 20.4%	1328 17.2%	1392 18.0%	1611 20.5%	1964 24.4%	11593 20.78%	20.8%
c) IEPs in regular assessment with accommodations (%)	4198 48.7%	3882 48.0%	4997 64.9%	4248 55.1%	3722 48.1%	4028 51.1%	2363 29.3%	27438 49.17%	49.2%
d) IEPs in alternate assessment against grade-level standards*	State did not have an alternate assessment that tests children against grade level standards.								
e) IEPs in alternate assessment against alternate standards (%)	580 6.7%	564 7.0%	683 8.9%	671 8.7%	703 9.1%	763 9.7%	117 1.5%	4081 7.3%	7.3%
Overall (b+c+d+e) Baseline Proficient	6924 80.3%	6025 74.6%	7253 94.2%	6247 81.0%	5817 75.1%	6402 81.3%	4444 55.2%	43112 77.3%	77.3%
Medical exemptions	2	4	2	4	5	3	4	24	
Absents	34	38	42	58	81	82	84	419	

~11th grade scores for Alt. reported for (e) Grade 10

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Statewide Assessment 2006-2007 Math	Math Assessment (Proficiency)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	#	%
a) Children with IEPs	8628*	8081*	7702*	7709*	7745*	7876*	8882*	56623*	
b) IEPs in regular assessment with no accommodations (%)	2006 23.2%	1582 19.6%	1428 18.5%	1178 15.3%	1253 16.2%	1359 17.3%	442 5.0%	9248 16.33%	16.3%
c) IEPs in regular assessment with accommodations (%)	3270 37.9%	3406 42.1%	3700 48.0%	3243 42.1%	2952 38.1%	2723 34.6%	205 2.3%	19499 34.44%	34.4%
d) IEPs in alternate assessment against grade-level standards*	State did not have an alternate assessment that tests children against grade level standards.								
e) IEPs in alternate assessment against alternate standards (%)	563 6.5%	559 6.9%	684 8.9%	665 8.6%	692 8.9%	750 9.5%	426 4.8%	4339 7.7%	7.7%
Overall (b+c+d+e) Baseline Proficient	5839 67.7%	5547 68.6%	5812 75.5%	5086 66.0%	4897 63.2%	4832 61.4%	1073 12.1%	33086 58.4%	58.4%
Medical exemptions	2	4	2	4	5	3	4	24	
Absents	42	45	40	63	81	98	28	397	

Note: *For grades 3 - 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2006 census. For high school assessments, numbers are based upon first-time test takers reported to have participated in Gateway Assessments (reading/Language Arts-grade 10) and high school alternate assessments (reading/language arts – grade 11, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

- 112,420 total of children with IEPs assessed in all grades (Reading 3-8,10, and 11-TCAP-Alt PA and Mathematics/Algebra I, 3-8 and 9).
- 18.54% of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment (Reading and Mathematics) with no accommodations (percent = 20,841 divided by 112,420 times 100);
- 41.75% of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment (Reading and Mathematics) with accommodations (percent = 46,937 divided by 112,420 times 100);

- d. 0% of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment (Reading and Mathematics) against grade level standards (percent = 0 divided by 112,420 times 100).

Note: Tennessee does not currently offer an alternate assessment against grade level standards.

- e. 7.48% Total number of children with IEPs in grades assessed who are proficient or above as Measured by the alternate assessment (Reading and Mathematics) against alternate achievement standards (percent = 8,412 divided by 112,420 times 100).

Tennessee data collection regarding the number of students who were absent for State-mandated assessments as well as those students with medical exemptions are located at the bottom of the preceding reading and math tables. Grades 2, 11, and 12 medical exemptions reporting are not reported, but totaled 6 more students.

Discussion of Data:

Actual Data for 2006-2007:

- A. 2006-2007: Twenty-three (51.11%) of 45 school districts met the minimum “n” size for disability subgroup in all areas measured, whereas 22 (48.89%) did not meet AYP for SWD subgroup

2006-2007: One hundred and twenty-two (90.4%) of 135 school districts in “good standing” met the State’s AYP objectives for progress for SWD subgroup. Included in the 122 school districts are those that met targets through safe harbor. Two (1.487%) school districts are in “corrective action”, 9 (6.7%) school districts are “targeted”, and 2 (1.48%) are “school improvement 2” status.

- B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards met and exceeded NCLB requirements of 95% participation in Reading and Mathematics with Reading participation rates of 104% and Math 103% respectively.
- C. The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Reading Assessments was 85.02% in grades 3, 5, 8, a 9% increase; *55.16% in grades 10 and 11 (Regular and TCAP-Alt PA), a 12% increase; 76.86% in grades 4,6, and 7, a 22% increase from 2005-2006 base-line data. All grades aggregated represents 77.3% of SWD with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Reading Assessments, which is 2.6% more than this years goal.
- D. The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Mathematics Assessments was 68.1% in grades 3, 5, 8, a 9% increase; *69.09% in grade 9, a 20% increase; 66% in grades 4,6, and 7, a 13% increase from 2005-2006 base-line data. All grades aggregated represents 58.4% of SWD with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Mathematics Assessments, which is 1% less than last years and 3% less than this year’s target.

* For high school assessments, numbers are based on first-time test takers reported to have participated in Gateway Assessments and high school alternate assessments (reading/language arts – grade 10 and grade 11 for TCAP-Alt PA, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade, so the grade chosen for representation has the largest amount of students participating in the assessment.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-2007:

The State is currently in the development stages of a modified assessment to meet the needs of approximately 2% of students with persistent academic disabilities. The modified alternate assessment based on academic achievement standards is in the developmental stages and estimated completion is in 2009-2010.

Improvement Activities	Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-2007:
<p>1. Compare 2006-2007 participation rates and proficiency levels of students with IEPs on TCAP Assessments in grades 3, 5, and 8 and in the Gateway areas of Mathematics (Algebra I), Reading/Language Arts (English II) at the high school level to that of 2005-2006, 2004 -2005 and 2003-04 school years.</p> <p>Compare 2006 – 2007, 2005-06, 2004-2005 participation rates and proficiency levels of students with IEPs on TCAP Assessments in grades 4, 6, and 7.</p>	<p>Students with IEPs (grades 3, 5, and 8) 2006-2007 Math Proficiency Levels**</p> <p>Below Proficient: (2006-2007 = 32%, Progress), (2005-2006 = 44%, Progress), (2004-2005 = 45%, Progress), (2003-2004 = 55%, Base Line)</p> <p>Proficient & Advanced: (2006-2007 = 68%, Progress), (2005-2006 = 56%, Progress), (2004-2005 = 55%, Progress), (2003-2004 = 45%, Base Line)</p> <p>SWDs (grades 3, 5, and 8) Math TCAP Participation* (2006-2007 = 107.94%)</p> <p>Students with IEPs (grade 9) 2006-2007 Math (Algebra I) Proficiency Levels:**</p> <p>Below Proficient: (2006-2007 = 31%, Progress), (2005-2006 = 51%, No Change), (2004-2005 = 51%, Progress), (2003-2004 = 61%, Base Line)</p> <p>Proficient & Advanced: (2006-2007 = 69%, Progress), (2005-2006 = 49%, No Change), (2004-2005 = 49%, Progress), (2003-2004 = 39%, Base Line)</p> <p>SWDs (grade 9) Math TCAP Participation* (including first time test takers only) (2006-2007 = 97.55%)</p> <p>Students with IEPs (grades 4, 6, and 7) 2006-2007 Math Proficiency Levels:**</p> <p>Below Proficient: (2006-2007= 34%, Progress), (2005-2006 = 47%, Base Line)</p> <p>Proficient & Advanced: (2006-2007= 66%, Progress), (2005-2006 = 53%, Base Line)</p> <p>SWDs (grades 4, 6, and 7) Math TCAP Participation* (2006-2007 = 112.25%)</p> <p>Students with IEPs (grades 3, 5, and 8) 2006-2007 Reading/Language Arts plus Writing Proficiency Levels:**</p>

	<p>Below Proficient: (2006-2007= 15%, Progress), (2005-2006 = 31%, No Change), (2004-2005 = 31%, Progress), (2003-2004 = 46%, Base Line)</p> <p>Proficient & Advanced: (2006-2007= 85%, Progress), (2005-2006 = 69%, No Change), (2004-2005 = 69%, Progress), (2003-2004 = 54%, Base Line)</p> <p>SWDs (grades 3, 5, and 8) Reading/Language Arts TCAP Participation* (2005-2006 = 108.85%)</p> <p>Students with IEPs (grade 10) 2006-2007 Reading/Language Arts (English II) plus Writing Proficiency Levels:**</p> <p>Below Proficient: (2006-2007= 35%, Progress), (2005-2006 = 57%, Slippage), (2004-2005 = 33%, Progress), (2003-2004 = 44%, Base Line)</p> <p>Proficient & Advanced: (2006-2007= 65%, Progress), (2005-2006 = 43%, Slippage), (2004-2005 = 67%, Progress), (2003-2004 = 56%, Base Line)</p> <p>SWDs (grade 10) Reading/Language Arts TCAP Participation* (including first time test takers only) (2006-2007 = 98%)</p> <p>Students with IEPs (grades 4, 6, and 7) 2006-2007 Reading/Language Arts (English II) plus Writing Proficiency Levels:**</p> <p>Below Proficient: (2006-2007= 23%, Progress), (2005-2006 = 39%, Base Line)</p> <p>Proficient & Advanced: (2006-2007= 77%, Progress), (2005-2006 = 61%, Base Line)</p> <p>SWDs (grades 4, 6, and 7) Reading/Language Arts TCAP Participation* (2006-2007 = 112.25%)</p> <p>*Student participation rates are derived from the 2005, 2006, and 2007 State of Tennessee Statewide Report Cards. http://tennessee.gov/education/reportcard/, http://www.k-12.state.tn.us/rptcrd06/</p> <p>**All data regarding student scores and use of accommodations was provided to the Tennessee Division of Special Education by the State's Office of Evaluation, Assessment and Research.</p>
2.TCAP Accommodations Training – specific focus on definitions of accommodations and appropriate use.	<p>Several methods were utilized in accomplishing a), b), and c), which encompassed the entire school year and are as follows:</p> <p>2006-2007: Ongoing and Continuing, a) regional and statewide trainings, b) posting appropriate materials and training modules on the State assessment web site, and c) conference calls for clarification and training purposes.</p>

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<p>a. Regional Training</p> <p>b. Posting of Manuals and Training Modules on the Web</p> <p>c. Conference Calls related to SPED and Assessment Issues</p>	<p>http://www.tennessee.gov/education/speced/seassessment.shtml http://www.tennessee.gov/education/speced/doc/81007TCAPAltTeachMan.pdf http://www.tennessee.gov/education/speced/doc/81007exemplara.pdf http://www.tennessee.gov/education/speced/doc/81007SampleAct.pdf http://www.tennessee.gov/education/speced/doc/81007PortQA.pdf</p> <p>TCAP accommodation training: See Indicator 1, 5.</p> <p>2005-2006: Completed a), b), and c).</p>
3. Provide Training Differentiated Instruction and RTI	2005-2006: Completed and Ongoing for 2006-2007. Please refer to Indicator 2, 5, and 9 #6 in improvement activities for further information.
4. Provide Training regarding RTI – systematic instruction to determine need for special education services vs. need for better programming.	2005-2006: Completed and Ongoing for 2006-2007. Please refer to Indicator 2, 5 and 9 #6 in improvement activities for further information.
5. Provide technical assistance regarding Special Education and Assessment Issues, specifically accountability/graduation issues related to student participating in Gateway (High School English, Math and Science) Assessments	<ul style="list-style-type: none"> 2005-2006 - Completed and Ongoing for 2006-2007: Webcast TCAP-Alt PA Training http://www.state.tn.us/education/speced/doc/tcap_training_pre06-07.ppt Mailing on 1% cap requirements including the 1% Cap Form and Instructions TCAP-Alt PA Question and Answers posted on the State website. http://www.state.tn.us/education/speced/doc/06_07_tcap_alt_portfolio_training_QandA.pdf Email and telephone correspondence throughout the year with school system LEAs and teachers TCAP-Alt PA participation guidelines: http://www.tennessee.gov/education/speced/doc/81007TCAPAltTeachMan.pdf TCAP-Alt Scoring information and guidelines: http://www.state.tn.us/education/speced/seassessment.shtml
<p>6. Increase efforts for sharing effective programming strategies for increased proficiency rates on TCAP, TCAP-Alt, and Gateway assessments.</p> <p>a. Determine systems with high rates of student achievement among students with IEPs in areas assessed for AYP and research teaching strategies used within these systems.</p> <p>b. Share information gained from research throughout State through</p>	<p>General Assessment and Accommodations Information on State website: http://www.tennessee.gov/education/speced/seassessment.shtml http://www.state.tn.us/education/speced/doc/tcap_accو_agenda06-07.pdf http://www.state.tn.us/education/speced/doc/tcap_allowable_char06-07.pdf http://www.state.tn.us/education/speced/doc/tcap_allowable_inst06-07.pdf http://www.state.tn.us/education/speced/doc/tcap_spec_accommodations06-07.pdf</p> <p>Please see Indicator 1 and 5, #4 improvement activities for further information.</p> <p>Collaboration with several Universities across the State through specified Projects provide training/workshops/in service/and Conferences addressing Empirical Evidence on Accommodations, Assessment, Data Collection and Reporting, and Student Achievement. Some of these Projects include LRE for LIFE through the University of Tennessee at Knoxville, Project RISE through the University of Memphis, and the IRIS Center for Faculty Enhancement through Peabody College at Vanderbilt University.</p> <p>2005-2006: a) and b) Provided, Completed and Ongoing for 2006-2007.</p>

regional trainings and training modules posted on Web.	
<p>7. Alternate Assessment Training including education regarding NCLB and IDEA testing requirements</p> <p>a. Regional Training</p> <p>b. Update and posting of manuals and training modules on State web-site</p> <p>c. TCAP-Alt conference calls for LEAs</p>	<p>Several methods were utilized in accomplishing a), b), and c), which encompassed the entire school year and are as follows:</p> <p>a) & c) Yearly TCAP-Alt PA Manual Training via multiple webcasts, Telephone conference calls, TCAP-Alt PA Rangefinding Conference, Training CD available - Ongoing</p> <p>b) TCAP-Alt PA Manual Updated and posted to state website - Ongoing http://www.tennessee.gov/education/speced/doc/81007TCAPAltTeachMan.pdf SDOE Alternate Assessment website - Ongoing http://www.state.tn.us/education/speced/seassessment.shtml</p>
	<p>a. Following the most recent publication and release of OSEP's Federal Register in April 2007, the State is currently visiting the guidelines for a modified alternate assessment based on current achievement standards for approximately 2% of the students with persistent academic disabilities. Tennessee is a member of an assessment consortium consisting of 5 states who through a GSEG Grant from OSEP and NCEO guidance is in the beginning stages of identifying the 2% student and developing a modified assessment based on academic achievement standards. Ongoing.</p> <p>b. Develop Alternate Achievement Standards (AASs) and Alternate Performance Indicators (APIs). Completed.</p> <p>c. Development, training, use of Modified Rubric and Homebound Rubric: Completed, and training assistance Ongoing.</p>

NOTE: TABLE 6 follows this document as a separate attachment.

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

INDICATOR 4 – SUSPENSION/EXPULSION: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

<p>Measurement:</p> <p>A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.</p> <p>B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.</p> <p>Include State's definition of "significant discrepancy."</p>	<p>A. Percent = 36 LEAs with significant discrepancy/ 136 LEAs statewide= 26%*</p> <p>B. NA</p>
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FFY	Measurable and Rigorous Target*
2006-2007	<p>A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 4.5%. (revised beginning with this APR, see "revisions" section of this indicator at the end of this template)</p> <p>B. NA for FFY 06</p>

Per directive of the OSEP FFY05 Response Table received by the TDOE in June, 2007, TN reviewed its policies, practices, and procedures for compliance with the IDEA relevant to suspensions/expulsions. As a result of this review, all LEAs collected suspension/expulsion data through the State's automated IEP system for the 06-07SY instead of through the State's general education data collection system. This collection change was justified as the collection in 05-06 may have provided skewed results as was described in the response to indicator 4a in the FFY05 APR. TDOE is also requiring selected LEAs to submit summaries of their training efforts related to behavior and discipline, and any other activities where the

goal was to positively impact student behavior. The review and the resulting changes in procedures were applicable to all LEAs in the State.

NOTE: TN has defined 'significant discrepancy' as a cut score of 1% or greater and is reported for any LEA with an n count of 5 or more.

The statewide percentage of LEAs with significantly discrepant suspensions/expulsions over 10 days was 26%.

A. Actual Target Data for 2006-2007:

The numbers in the thirty-six systems whose data reflected a significant discrepancy are as follows:

District #	District	OSEP Table 3, Sec 3B	OSEP Table 1 IDEA Child Count Ages 3-21	Percent of Students with Disabilities with Suspensions/Expulsions greater than 10 days in a School Year
140	140 - Clay County	14	164	8.54%
190	190 – Davidson County	567	8709	6.51%
560	560 – Macon County	24	473	5.07%
380	380 – Haywood County	17	416	4.09%
260	260 - Franklin County	32	897	3.57%
790	790 – Shelby County	171	5101	3.35%
370	370 - Hawkins County	38	1231	3.09%
400	400 - Henry County	14	467	3.00%
570	570 - Madison County	60	2058	2.92%
272	272 – Milan	9	314	2.87%
231	231 – Dyersburg	10	364	2.75%
300	300 – Greene County	29	1104	2.63%
490	490 – Lauderdale County	17	648	2.62%
800	800 – Smith County	12	467	2.57%
630	630 – Montgomery County	72	2810	2.56%
900	900 – Washington County	27	1128	2.39%
160	160 – Coffee County	15	653	2.30%
330	330 - Hamilton County	103	4744	2.17%
101	101 – Elizabethton	6	280	2.14%
301	301 – Greeneville	8	401	2.00%
12	012 - Oak Ridge	14	707	1.98%
390	390 – Henderson	9	495	1.82%

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	County			
280	280 – Giles County	9	513	1.75%
660	660 - Obion County	10	570	1.75%
531	531 - Lenoir City	5	295	1.69%
820	820 - Sullivan County	29	1772	1.64%
360	360 – Hardin County	9	555	1.62%
410	410 - Hickman County	10	651	1.54%
600	600 - Maury County	26	1808	1.44%
130	130 – Claiborne County	9	640	1.41%
840	840 - Tipton County	21	1528	1.37%
110	110 – Cheatham County	10	760	1.32%
210	210 – DeKalb County	5	382	1.31%
940	940 – Williamson County	30	2436	1.23%
750	750 – Rutherford County	41	3427	1.20%
821	821 – Bristol	6	553	1.08%

Discussion of Target Data for 2006-2007

A. Data collected during 2006-07 indicates that 26% (see measurement table on the first page of this indicator) or 36 LEAs in Tennessee had significant discrepancy in the suspension/expulsion rates of students with disabilities, as opposed to thirty percent (30%) or 41 LEAs the previous year. The FFY06 target of reducing this percentage **by** 4.5% was not fully met however this improvement is considered significant..

For the FFY06 APR the TDOE data manager and the indicator chairperson determined that data reporting would be more accurate through the use of an n count as this would assure more accurate data comparison between very small LEAs and those LEAs whose numbers reflect a more typical number of students. Also, revisions made in the state's automated IEP system during 2006-2007 allowed for more accurate recording of suspensions/expulsion data.

Following procedures for determining the discrepancy rate of **all** LEAs in the state, those LEAs who are identified as significantly discrepant will be asked to provide information to assist the TDOE in determining if the discrepancy is due to some form of non-compliance. If it is determined that the discrepancy is due to some form of non-compliance, a plan of corrective action will be required with corrections expected to be completed within one year or less.

There were two findings of non compliance identified during 06-07. These will be verified for correction within one year.

FFY05 Follow up information

2 findings of noncompliance were identified in 05-06. Correction of these findings was verified within one year.

B. NA for FFY06

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06 (see table below)

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06
A. (1) Review LEA policies, procedures, and practices to insure compliance with IDEA, including development and implementation of IEPs, use of behavioral interventions, procedural safeguards, and correct use of Federal definition of 'suspension' for data collection.	<p>Per assurance statements provided by all school district's annually in the <i>Comprehensive Application for Special Education Services</i> and the <i>End of Year Data Report</i>.</p> <p>Progress made/continue activity.</p>
A. (2) Review the distribution of policies and procedures related to discipline to all school-based staff involved in the disciplinary process, including parents. 44	<p>Discipline procedures are distributed to parents and staff at the beginning of every school year as required by State wide mandate.</p> <p>Progress made/continue activity</p>
A. (3) Training in positive behavior supports, Functional Behavior Assessments, and effective use of Behavior Intervention Plans to all staff.	<p>Five regional contracts for Positive Behavior Supports continue from the previous school year and provide training to district staff on a continual basis.</p> <p>During 2006-2007, of 130 LEAs reporting, 118 (91%) conducted inservice training with their staff in behavior management/positive behavior supports, including the use of Functional Behavior Assessments and Behavior Intervention Plans.. This is an increase from 85.9% the previous year. Progress made/continue activity.</p>
A. (4) Improve recording and reporting of suspension data, including the breakout of age levels at which suspension occurs (i.e., Pre-K-K, grades 1-4, 5-8, 9-12).	<p>For 06-07 the state wide special education data collection system was enhanced through the addition of a "discipline tab" designed to more accurately collect and categorize student level discipline information for input to the End of Year Report - Table 5. All discipline data was recorded and reported through this system instead of the through the state's general education data collection system.</p> <p>Progress made/continue activity.</p>

A. (5) Through cyclical monitoring, those LEAs with suspension/expulsion percentages above 1%, will develop improvement plans to reduce the percentage of suspension/expulsion rates.	For 2006-07, 36 LEAs with a discrepancy rate over 1% were identified. These LEAs will be expected to meet requirements of the SDOE, put in place in an effort to increase improvement in the area of suspension/expulsion. All identified LEAs will be followed up on before or by one year to assure that SDOE requirements for improvement have been put in place. Progress made/discontinue this activity on only a cyclical grouping of LEAs. See revised activity below.
A. (6) Those LEAs, being cyclically monitored, whose rate of suspension/expulsion is between .5% and 1% (those 'at risk' of going above 1%) will be asked to explain their rates and present a plan to lower their rates.	This activity not conducted in 06-07. See revised activity below.
B. 1. Training in school-wide positive behavior supports and effective use of Behavior Intervention Plans to all staff.	NA FOR 06-07 per OSEP directive to omit this portion of the indicator.
B.2 Training in use of class-wide positive behavior supports for individual students, to interface with school-wide supports.	NA FOR 06-07 per OSEP directive to omit this portion of the indicator.
B. 3. Training in use of behavioral interventions.	NA FOR 06-07 per OSEP directive to omit this portion of the indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Indicator 4A in the FFY06:

(Note: TN is moving from a cyclical monitoring review of suspension/expulsion data to an annual review of data. Therefore the following revisions are warranted)

Activities	Timeline	Resources
A. 5. All LEAs in the state with a discrepancy rate above 1% will be required to address TDOE requirements for	Beginning with 06-07 findings and annually	SDOE staff and indicator chairperson, LEA staff

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lowering this rate. These requirements will be followed up on within one year or less to ensure implementation.		
A.6. All LEAs in the state with a discrepancy rate between .5 % and 1% (i.e. at risk) will be required to submit evidence of trainings or other local efforts to impact student behavior positively.	Same as above	Same as above
<i>Measurable and Rigorous Targets</i> for FFY06, 07, 08, 09 and 10 will be revised to state “The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced BY 4.5%, 3.5%, 2.5%, 1.5% and 1%.	Beginning with FFY06 and through FFY10	SDOE staff, LEA staff, indicator chairperson

Part B State Annual Performance Report (APR) for 2006 -2007**Overview of the Annual Performance Report Development:**

The group responding to Indicator 5 had discussions on numerous occasions. This included group meetings as well as through e-mails and phone contacts. Broad input from stakeholders was also obtained. This included Special Education Supervisors, Advocacy Groups, State Department of Education Personnel and the State Advisory Council.

Monitoring Priority: FAPE in the LRE

INDICATOR 5 – LRE PLACEMENT: Percent of children with IEPs aged 6 through 21:

- A. Inside the regular class greater than 80% of the day.
- B. Inside the regular class less than 40% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = ((# of children with IEPs inside the regular class more than 80% of the day) divided by the (total # of students aged 6 through 21 with IEPs)) times 100.
- B. Percent = ((# of children with IEPs inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)) times 100.
- C. Percent = ((# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)) times 100.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	<ul style="list-style-type: none"> A) Increase to 53.5% the number of eligible students served inside the regular class 80% or more of the school day (i.e. removed less than 21% of the day). B) Decrease to 14.5% the number of eligible students served inside the regular class less than 40% of the school day (i.e. outside the regular class greater than 60%). C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.

Actual Target Data for 2006-2007:

A. Percentage of Children inside regular class greater than 80%

	Total # of children inside reg class >80%	Total number of children with disabilities	Percentages
Grand Total	68,701	108,296	63.43%

B. Percentage of Children inside regular class less than 40%

	Total # of Children inside reg class < 40%	Total Number of Children with Disabilities	Percentages
Grand Total	11,799	108,296	10.89%

C. Percentage of Children Served in combined separate facilities *

	Total # of Children in Combined Separate Facilities	Total # of Children with Disabilities	Percentages
Grand Total	1,907	108,296	1.76%

*Combined Separate Facilities includes separate public/private schools, public/private residential and homebound/hospital.

Source: Data from Table 3 of the December 1, 2006 Federal Census Report. Percent of children with IEPs age 6 - 21.

Discussion of Target Data FFY06 2006-07SY

The data for the 2006-2007 school year was obtained from Table 3 of the December 1, 2006 Federal Census Report submitted by all school systems annually. Data reflects that 63.43% of children with IEPs were inside the regular class greater than 80% of the day in comparison to 53.48% of the day last school year. The state target of 53.5% has been met and exceeded. Data also reflects that 10.89% of children with IEPs are inside the regular class less than 40% of the day in comparison to 14.69% of the day last school year. The state target of 14.5% has been met and exceeded. And finally, children served in combined separate programs, which includes separate public/private schools, public/private residential schools or homebound/hospital placements make up only 1.76% of children served in comparison to 1.89% last year. This falls well below the National Baseline of 4.0%.

TN recognizes that there has been an increase in LRE percentages that is somewhat substantial.

Of the 136 school districts in the State, 122 are writing students' IEPs using the new special education student IEP and data system. This new IEP writer provides LRE validations based on time in general education classes and assists the end user to correctly code LRE placements. With these actions, users provided TDOE much more accurate data on educational placements.

Since the last APR (FFY005) two large systems have been added to the EasyIEP system which could have impacted LRE percentages positively. Finally, improvement activities supporting or encouraging more inclusive efforts have been implemented at various locations across the State with progress noted in many instances.

There were 18 findings of non-compliance identified during 06-07. All of these will be verified for correction within one year.

FFY05 Follow up

14 findings of non-compliance were identified in 05-06. Correction of these findings was verified within one year.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06 (see table below)

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06
<p>(1) In-Service/Training concerning modifications and accommodations in the general classroom for all teachers.</p>	<p>There were several initiatives within the department for the 2006-07 SY, along with staff activities. These included.</p> <ul style="list-style-type: none"> ▪ Closing The Achievement Gap ▪ Gateway Institutes ▪ Differentiated Instruction ▪ Student Accommodations and Modifications Workshops ▪ DIBELS Training ▪ Reading First Initiative In-service ▪ SIG Institute ▪ Voluntary Pre-K Implementation Workshops ▪ Positive Behavior Support Grants ▪ Academic Vocabulary Project ▪ After-School Initiatives ▪ Intervention Teams Working with Targeted Schools ▪ The TN-AT Initiative ▪ New state standards being developed <p>Progress made. All of these are ongoing activities/initiatives. And will continue for 07-08.</p>
<p>(2) Award contracts to LEAs for model demonstration sites using inclusionary methods.</p>	<p>Seven Systems compared to nine the previous year were awarded grants in the amount of \$476,752. This is a decrease of \$64,313 from the previous year. However, those systems that were awarded grant funds in the past years are continuing their inclusive practices. Progress made. Continue grant awards.</p>
<p>(3) Publicly recognize LEAs / individual schools by SDOE who have exemplary inclusion programs.</p>	<p>During the spring of 2007 several schools were publicly recognized by TNDOE for exemplary programs. These included: five schools for inclusion, two for positive behavior supports/inclusion, and one for high school transition/inclusion.</p>

<p>(4)</p> <p>Continue to fund EDEXCELLENCE and RISE to work with school systems, children and parents in the least restrictive environment.</p>	<p>Both agencies were funded at the previous year's level. Activities included:</p> <ul style="list-style-type: none"> • Differentiated Instruction • Positive Behavior Supports • Co-Teaching • Reading Intervention • Accommodations / Modifications in the general classroom • Instructional Programming – Autism • RTI Training • Transition from school to post school life • Work-based learning trainings <p>•</p> <ul style="list-style-type: none"> ✧ Although the RISE project experienced major staff changes during 2006-07, the project still increased technical assistance to schools by 28%. RISE served 36 schools in 05-06 and 46 schools in 06-07 (28 through the RISE grant, and 18 through the PBSI grant). It also maintained an adequate level of training events during the 06-07 school year. Thirty four events were provided in 05-06 and 36 events in 06-07 (25 through RISE, 9 through PBSI). The total number of people attending those trainings increased 3%, FROM 911 persons in 05-06 to 941 in 06-07. ✧ ED Excellence (formerly known as the LRE for Life Project) provided the following during 06-07: collaboration with the State's director of transition services to provide three two-day transition workshops in differing regions of the State. Three regional inclusion workshops were conducted in collaboration with the East TN Resource Center staff (i.e. state staff). Positive Behavior supports (PBSI) workshops were provided in 13 areas of the state with 276 school staff. 131 administrators from across the State participated in a 2 day workshop on "Effective Classroom Management Strategies". <p>Progress made continue this activity</p>
<p>(5)</p> <p>Utilize (December 1, Federal Census Report, Table 3) LEA data to determine which systems are supporting inclusionary</p>	<p>30 LEAs percentages were reviewed during compliance monitoring the 06-07 school year with each percentage compared to state targets as set forth in the State Performance Plan (SPP) and approved by the Federal Office of Special Education Programs (OSEP).</p>

<p>practices and making improvements.</p> <p>1) A review of settings rates for all LEAs will be conducted.</p> <p>2) LEAs not meeting state targets will be identified.</p> <p>3) Those identified will be required to review policies, procedures and practices for adherence to LRE mandates. Provide assurances or a plan of improvement to the Office of Compliance.</p>	<p><i>NOTE- for 06-07 the measurement categories a/b/c include the placement percentage parameters which were in effect at that time these have since been re-worded by OSEP.</i></p> <p>A total of 15 systems or 50% of the 30 systems monitored were in need of improvement in one or more categories as follows:</p> <ul style="list-style-type: none"> A. Removed from regular class less than 21% of the day? 11 Systems or 37% B. Removed from regular class greater then 60% of the day? 13 Systems or 43% C. Served in either public / private separate schools or in residential placements? 2 Systems or 7% <p>LEA Improvement Plans for each identified category were reviewed and approved by the compliance monitoring staff and will be followed up on in 2007-08 to ensure their implementation within one (1) year of identification. Additionally, new percentages will be calculated and compared to the state targets as a means of determining the effects of improvement efforts.</p> <p>Based on the above, the Division concludes that no patterns of statewide violation of LRE existed during the 06-07 school year in these 30 systems.</p> <p>Need to expand this review to include ALL LEAs in the State not just those monitored by 08-09 SY.</p> <p>Progress made. Continue activity</p>
<p>(6)</p> <p>Offer contracts to LEAs who did not meet AYP where Special Education was a subgroup to utilize scientifically based research practices in order to improve education for Students with Disabilities (SWD).</p>	<p>During 06-07, there were 80 school systems that had a school or schools that did not make AYP due to students with disabilities. Each of these systems was eligible to receive a grant for a maximum amount of \$25,000. A total of 48 systems applied for the grant with a total amount of \$1,170,225 awarded.</p> <p>Progress made. Continue activity.</p>
<p>(7)</p> <p>Aligning with the “Closing the Achievement Gap” Initiative will reinforce this with inclusion.</p>	<p>Three Recommendations Were Made By The Closing the Achievement Gap Workgroup</p> <ul style="list-style-type: none"> 1. Create a more inclusive and integrated system of education. 2. Ensure a qualified and stable educational work force for ALL students. 3. Improve the use of data and technical assistance to increase the application of research to practice. <p>Progress made. Continue this portion of the activity.</p>

	<p>Improved Outcome for ALL Students</p> <ul style="list-style-type: none"> • Common expectation that ALL students can achieve excellence • A vision of “Helping teachers teach and children learn” • A positive approach to “problem” areas • Visibility of DOE staff throughout the state • Accessibility of data, articles and resources on DOE’s website. • Efforts with IHEs to ensure more HQ workforce • Support though financial support <p>Progress made. Continue this portion of the activity.</p> <p>The CtAG Work Group, representing all Division/Offices within the Department, will continue to address, during the 2007-2008 School Year, statewide training as follows:</p> <p>I. General TA Efforts: Web Dissemination of Professional Development Opportunities</p> <p>II. Focused TA Efforts: <i>What’s A Good District</i> Initiative, with focus on:</p> <ul style="list-style-type: none"> • Alignment between instruction, curriculum and assessment, • Leadership at district and school levels, • Instruction and performance of economically disadvantaged students, which correlates highly with special education and English language learning students, • co-teaching and collaboration between regular education and special educators, and • Use of formative assessments.
<p>(8) Staff development on “Response to Intervention” for identifying Students with Specific Learning Disabilities.</p>	<ul style="list-style-type: none"> • State has partnered with Vanderbilt’s IRIS Center for the development of on-line training modules for RTI that are available free of charge to districts across the state. <p>Training –</p> <ul style="list-style-type: none"> ① In-Depth – DOE Staff were trained from across the state and will be available to provide TA to LEAs. ① Director of Schools Conference in September, 2006 ① Legal Conference ① Statewide SpEd Conference in March 2006 • DOE has developed an RTI Readiness Self-Assessment <p>Progress made. Continue activity.</p>
(9)	

State Mandated use of 15% of IDEA Funds for Early Intervening Services, K-12, for systems with significant disproportionality problems.	Refer to Indicator #9 AND #10
(10) SIG Grant Coordinating with Reading 1st Schools to provide professional development on multi tiered instruction for reading/literacy	<p><i>Reading First</i> schools and non <i>Reading First</i> schools provided professional development on differentiated instruction, best practices in reading/literacy, and Response to Intervention implementation as indicated below:</p> <ul style="list-style-type: none"> • TN SIG education consultants provided Professional Development to 30+ schools in the area of differentiated instruction, best practices in reading/literacy and Response to Intervention implementation. Targeted grades were prek-8, and some high schools. • Plans for 07-08 are to scale up the Professional Development to a “Train the Trainer” model and package all SIG PD products so that they are web-site accessible to all TN schools, pre-k through high school. <p>Progress made. Continue activity.</p>
(11) Voluntary Pre-K Legislation (May, 2005) which provides Pre-K programs for at-risk students focuses on natural environments and prepares LEAs to continue emphasis on LRE at age 6.	<ul style="list-style-type: none"> • During the 2006-2007 school year an additional \$30,000,000 was added bringing the total to \$55,000,000 from lottery money to establish an additional 377 quality preschool classrooms bringing the total to 677 state wide. • TN has formed the TN Early Childhood Collaboration Task Force which addresses collaboration, inclusion and natural environments for children birth to five years. Members include: DHS, DOE, Head Start, LEA, Community Child Care, and a parent rep. <p>Progress made. Continue activity.</p>
Conduct review of settings rates for all LEAs. Identify those not meeting state targets for focused monitoring and improvement planning as warranted.	This improvement activity was combined with improvement activity number (5)
(12) State Special Schools to provide programs and services to LEAs to promote best practices for inclusionary classrooms through statewide workshops and outreach services.	<p>The School for the Deaf and the School for the Blind sponsored state wide programs which included the <i>PAVE Conference</i>, the <i>Unity Conference</i>, and the <i>Deaf Education workshop for teachers working in inclusionary classroom</i>.</p> <p>Progress made. Continue activity.</p>

<p>(13) Award AT grants to LEAs and IHEs for establishing model sites</p>	<p>The TNDOE supported AT centers in 9 jurisdictions or consortiums. Also supported were projects at two universities which were designed to provide AT devices and programs for their teacher training programs. Two universities carried out early childhood/engineering projects. Two LEAs received special AT grants to enable them to act as model sites for AT.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Section A in the (Insert FFY): [if applicable]

Activities	Timeline	Resources
NONE AT THIS TIME		

Part B State Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report:****Monitoring Priority: FAPE in the LRE**

INDICATOR 6 – PRESCHOOL SETTINGS: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
	OSEP is not requiring targets be addressed for the FFY06 reporting period

Overview of Issue/Description of System or Process:

Based on OSEP directives in their APR response to TN in June, 2007, as well as through OSEP conference calls during 2007, TN will collect valid and reliable data to provide baseline and targets in the FFY 2007 APR, due February 1, 2009 through the following methods:

Data for 2006-07

Data on settings is being collected from individual student IEPs through the statewide special education data collection system.

Since OSEP has instructed State's to report only their valid and reliable data collection methods , baseline data will be provided in the FFY 07 due Feb 1, 2009.

Discussion of Data for 06-07:

Since OSEP has instructed State's to report only their valid and reliable data collection methods, discussion of baseline data will be provided in the FFY 07 due Feb 1, 2009.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06
1. Individual LEA analysis will identify specific LEAs not meeting the state target of FAPE in LRE so that: --- Immediate TA to LEAs may be planned	TA to LEAs, Early Intervention (EI), Parent Organizations, and others, concerning preschool LRE has been a continued focus for this Department. The Division has a collaborative presentation, "Paving the Way for

<p>--- In-service/training concerning modifications in the regular classroom for all students will be initiated</p> <p>--- Improvement plans may be written and monitored</p> <p>--- LEAs meeting the target may be recognized at the annual State Special Education Supervisors' Conference</p> <p>---East, West, and Middle TN Preschool Consultants will provide training with the Special Education Office of Monitoring and Compliance to explain "federally-defined" settings.</p>	<p>Successful Transition" that is presented jointly by both Part C and preschool state personnel to birth-to-five audiences, including parents. This presentation, updated to reflect the changes in IDEA 04, is a side-by side comparison of the rules and regulations of both Part C and Part B 610. One module of this training is on preschool settings and inclusion.</p> <p>Training has been provided across the state in the area of modification, both academic and behavioral, by state consultants, members of the State Improvement Grant (SIG), and other invited speakers at state and regional conferences.</p> <p>Formal improvement plans were included in monitoring activities where needed. LEAs identified through the monitoring process have written PIP's requiring, and have received the appropriate TA.</p> <p>Two preschool LEAs were recognized at the 2006 Spring Special Education statewide conference for outstanding achievement. Johnson County in upper east Tennessee and Tipton County in west Tennessee were the preschools honored.</p> <p>Training has been provided to Division personnel that details the federally defined preschool settings.</p> <p>Progress made/continue activity</p>
<p>2. Collaboration with the 2005 Tennessee lottery-funded Voluntary PreK classrooms initiated Fall 05 in order to increase integration of children with disabilities with typically developing peers.</p>	<p>Collaboration with the Tennessee Voluntary Pre-K program had been ongoing, however, a formal task force was begun in March 2006 to consider areas of common interest. The task force also included Head Start, Title I, and community child care. Stakeholders met with each other to better understand all services, to share strengths, and to determine barriers to inclusion in the pre-k population. This task force was chosen to represent one of four states invited to participate in the Second Annual Opportunities for Inclusion Pre-Institute Planning Day held July 2006. This</p>

<p>---Request regularly scheduled meetings with the TN DOE Gen Ed Office of Early Learning and the Sp Ed Office of Early Childhood Preschool Department</p> <p>---TN DOE Gen Ed Office of Early Learning will be invited to all Sp Ed early childhood initiatives and meetings</p> <p>---TA provided by Sp Ed Preschool Consultants with Gen Ed Early Learning Consultants as needed</p> <p>----Sp Ed Preschool representative will serve on the Gen Ed Voluntary PreK Advisory Council</p>	<p>federally supported initiative is designed to build on existing state efforts to improve inclusive opportunities for young children with disabilities. States that have been selected to participate in this initiative are making strides in the area of inclusion, and this opportunity is designed to expand on those efforts and build state-level interagency collaboration. This interagency collaboration includes Head Start, the Child Care Bureau, the Administration on Developmental Disabilities in the Department of Health and Human Services, the Office of Special Education Programs (OSEP) in the Department of Education, and the National Early Childhood Technical Assistance Center (NECTAC).</p> <p>Regularly scheduled meetings with the PreK collaborative are occurring at least every six weeks, or more often if needed.</p> <p>TN DOE Gen Ed Office of Early Learning and Special Ed are keeping a joint calendar of activities through the Collaborative, attending meetings, providing TA, and presenting jointly when appropriate.</p> <p>The 619 coordinator is serving on the General Ed PreK Advisory Council</p> <p>Progress made/continue activity</p>
<p>3. Collaboration between TN SIG Early Childhood grantees with TN DOE preschool consultants to encourage integration of children with disabilities with typically developing peers in SIG preschools and “feeder” preschools.</p> <p>--Face to face meeting during the TN Sp Ed Fall and Spring Staff Retreats</p> <p>---Joint visits/trainings/TA when appropriate</p>	<p>Meetings have been held twice a year to update progress of the SIG grant initiative.</p> <p>Visits to SIG preschools have occurred, and inclusion training has been provided by members of the SIG grant community at the spring Special Education Conference.</p> <p>Progress made/continue activity</p>
<p>4. Collaborate with Head Start, Title I, and other 3 STAR/Nationally accredited community child care centers to increase</p>	<p>This collaboration is taking place primarily through the Tennessee Early Childhood Inclusion Collaborative, although state, regional, and local meetings continue on</p>

<p>inclusionary practices. ---Initiate and establish relationships with agencies; document through monthly activity logs ---Provide training/TA as requested and needed.</p>	<p>a regular basis, as needed.</p> <p>Regular meetings with other agencies are ongoing in a number of formal venues, logs did not prove to be an effective way to gauge the effectiveness of these activities, although all meetings are logged in on the consultants contact logs. More information is available through the Early Childhood Inclusion Collaborative.</p> <p>TA is often done jointly when two or more agencies are involved.</p> <p>Progress made/continue activity</p>
<p>Data verification to include:</p> <ol style="list-style-type: none"> 1. Training on data collection and data entry 2. Regular report tracking 3. Formal verification of data 4. Ongoing communication between state and locate systems 5. LEA training on TEIDS data system 6. Site visits as needed 	<p>Ongoing</p> <p>Fall of 07 to begin</p> <p>Ongoing</p> <p>Ongoing</p> <p>07-08</p> <p>Ongoing</p> <p>Progress made/continue.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-2007: *[If applicable]*

Proposed Targets	Improvement Activities	Timelines	Resources
NONE AT THIS TIME			

Part B State Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report Development:**

Since this is a new indicator, initial information has been placed in the State Performance Plan (SPP) which is the multi-year plan for State's.

Monitoring Priority: FAPE in the LRE

INDICATOR 7 – PRESCHOOL SKILLS: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If $a + b + c + d + e$ does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

<p>divided by the (# of preschool children with IEPs assessed)) times 100.</p> <p>c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)) times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p> <p>C. Use of appropriate behaviors to meet their needs:</p> <p>a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)) times 100.</p> <p>b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.</p> <p>c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)) times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p>
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FFY	Measurable and Rigorous Target
2006-2007	Since this is a new indicator targets will be addressed in the FFY07 report due February 1, 2009.

Overview of Issue/Description of System or Process: See SPP

Baseline Data for FFY06: *Since this is a new indicator baseline data will be provided in the FFY07*

Discussion of Baseline Data for FFY 2006 : *Since this is a new indicator discussion of baseline data will be provided in the FFY07 APR*

NOTE: These activities were written before required by the SPP process and have been completed.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06
Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Mid-South Regional Resource Regional Center, formulated the new plan for collection of outcomes data.	See the SPP template for status/progress.
Development of outcomes data collection system Development of temporary outcomes data system to collect entrance data using the ECO collection forms.	See the SPP template for status/progress.
Training provided to participating LEAs	See the SPP template for status/progress.
Outcomes Data Collected for Entrance Information by participating LEAs	See the SPP template for status/progress.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY):

[If applicable]

Activities	Timeline	Resources

Part B Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report Development:****Monitoring Priority: FAPE in the LRE**

INDICATOR 8 – PARENT INVOLVEMENT: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = $\left[\frac{\text{\# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities}}{\text{the (total \# of respondent parents of children with disabilities)}} \right] \times 100$.

FFY	Measurable and Rigorous Target
FFY2006 2006-2007	The percentage of parents reporting that the schools facilitated their involvement as a means of improving services & results for children with disabilities will be at least 93%

Actual Target Data for 2006-07 SY:

During the 2006-07 school year, the Parent Involvement Survey (see attached) was sent to all parents of students with disabilities ages 3 through 21 in the 30 systems monitored by the Division of Special Education. **These systems are selected for monitoring over a 4 year cycle by a means described in the 2005-2010 SPP in indicator # 8. The State's three largest systems complete this survey on an annual basis.** The total surveys sent out was 19,952 and the number returned was 6,587 for a response rate of 33.0% (6,587/19,952).

The surveys were administered locally and entered at each district. Summary data were sent to the TDOE for analysis. However, all data elements needed to generate individual respondent (parent) agreement scores were not available. In lieu of data to generate a score per respondent, TN DOE calculated and reported an "agreement rate". The agreement rate was the total number of positive responses on the survey (agree and partially agree) over the total number of items answered. Positive responses out of total items answered: 133,249/144,713= 92.08%.

Discussion of Target Data for 2006-07 SY

Summary data available to TDOE by districts was limited. While the overall "agreement rate" was positive, it does not represent numbers of parents. Aggregate respondent data from LEAs were summed and found to have respondent representation from: a) all six locale types b) three grand divisions of the state c) poverty level average of approximately 20% and d) the three major ethnic groups in the state (white 82%, Black 13%, and Hispanic, 4%).

There were no findings of non-compliance identified during the 06-07 SY that will require correction within one year during the 07-08 SY. Additionally, there were no findings of non-compliance identified during the 05-06 SY which required correction within one year during the 06-07 SY. (see B-15 worksheet attached to indicator #15)

TDOE recognizes that procedures currently in place to gather and process data for this indicator need improvement. Data improvement activities are shown below as well as additional revised or new activities focused on local and state improvement tasks relative to the intent of this indicator.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06 (see table below)

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06
Complete the parent survey sample in LEAs being monitored in 06-07 and in school years thereafter as well as the 3 LEAs with Average Daily Membership (ADM) over 50,000	Completed in 2006-07. High positive response indicates progress. Continue activity.
Require LEAs to develop an improvement plan - as needed – based on survey results. This plan should facilitate increased parent involvement in educational programs for children and could include training, general information, home learning activities, etc. using some tool such as a newsletter.	Completed in 2006-07. The high positive response rate indicates progress in all LEAs completing the survey, which resulted in no need for improvement activities for 06-07. Progress made/continue Activity.

Revisions, with Justification, to current Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Activities	Timeline	Resources
1. Select LEA parent survey participants sample by a technically sound sampling plan which yields valid and reliable data.	Beginning of 07-08 school year and on going	State indicator chairperson and LEA staff. National Post School Outcome Center sampling calculator.
2. Provide criteria for LEA use in interpretation of survey results for generating local improvement plans.	Beginning of the 07-08 school year	SDOE staff
3. Review, and revise if needed, parental demographics in order to assure that a representative sample of respondents are included.	Spring, 2008	SDOE Staff

4. LEAs required to complete improvement activities will submit documentation of completion of those activities to TDOE.	One year after survey is completed.	LEA staff and State indicator chairperson.
<p>5. <u>Data improvement activities</u></p> <p>a. TDOE will select a calculation that will allow generating the percent of respondent parents who report that schools facilitated their involvement as a means of improving services and results for children with disabilities: For example: # of parent surveys with majority of survey items marked “agree” divided by # of parent surveys returned.</p> <p>b. TN will work with LEAs that are selected as part of the indicator 8 sample to correctly provide the data necessary for TDOE to generate the percent of respondents who report that schools facilitated parental involvement as a means of improving services for children with disabilities.</p> <p>c. TN will work with LEAs that are selected as part of the indicator 8 sample to correctly provide the data necessary for TDOE to determine the responsiveness of the sample using the NPSO Response Calculator or similar statistic.</p> <p>d. TN will revise the LEA summary worksheets to clarify the need for timely, accurate, and complete indicator 8 data.</p> <p>e. TN will follow up with LEAs in a timely fashion when data are missing or other issues arise with local data.</p>	By the beginning of the 08-09 School year	TDOE Staff

PR Template – Part B (4)

Tennessee
State

PARENT SURVEY 2006-2007

(FLRE #8)

School System _____ Date Completed _____

School _____

PARENTS: This is survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select the most appropriate response, you may skip any item that you feel does not apply to you or your child.

School's Efforts to Partner with Parents

	Agree	Partially Agree	Disagree	Partially Disagree
1. I am considered an equal partner with teachers and other professionals in planning my child's program.				
2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.				
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.				
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.				
5. All of my concerns and recommendations were documented on the IEP.				
6. Written justification was given for the extent that my child would not receive services in the regular classroom.				
7. I was given information about organizations that offer support for parents of students with disabilities.				
8. I have been asked for my opinion about how well special education services are meeting my child's needs.				
9. My child's evaluation report is written in terms I understand.				
10. Written information I receive is written in an understandable way.				
11. Teachers are available to speak with me.				
12. Teachers treat me as a team member.				

Teachers and Administrators

13. seek out parent input.				
14. show sensitivity to the needs of students with disabilities and their families.				
15. encourage me to participate in the decision-making process.				
16. respect my cultural heritage.				
17. ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].				

A2				
The School				
	Agree	Partially Agree	Disagree	Partially Disagree
18. has a person on staff who is available to answer parents' questions.				
19. communicates regularly with me regarding my child's progress on IEP goals.				
20. gives me choices with regard to services that address my child's needs.				
21. offers parents training about special education issues.				
22. offers parents a variety of ways to communicate with teachers.				
23. gives parents the help they may need to play an active role in their child's education.				
24. provides information on agencies that can assist my child in the transition from school.				
25. explains what options parents have if they disagree with a decision of the school.				

Part B State Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report Development:****Monitoring Priority: Disproportionality**

INDICATOR 9 – DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2006-2007	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2006-2007 school year will be 0%.

PER DIRECTIVE OF THE OSEP RESPONSE TABLE OF JUNE, 2007, RELATED TO 2/1/07 SPP SUBMISSIONS, THE FOLLOWING BASELINE DATA FROM FFY 2005 (2005-2006) IS PROVIDED:

The SDE evaluated through use of Tennessee's "Abbreviated NCCRESt Rubric for Looking at District Practices" (<http://tennessee.gov/education/speced/doc/92707abrevrub06.pdf>) district reviews of policies, practices, and procedures submitted by districts that were identified with disproportionate representation of racial and ethnic groups in special education and related services for FFY 2005. Based on evaluation of these district reviews, two (2) or 1.5% of Tennessee's school districts were identified through the State's data examination with **Disproportionate Representation as** the result of inappropriate identification.

Actual Target Data for 2006-07:

Based on Tennessee's "Definition and Process for the Identification of Children as Children with Disabilities," **4.1% of Tennessee's school districts** were identified with disproportionate representation of racial and ethnic groups in special education and related services as the result of inappropriate identification (<http://tennessee.gov/education/speced/doc/92707dispropsumry.xls>).

Discussion of Actual Target Data for 2006-07:

Revisions to Tennessee's disproportionality definition and process were requested/ required in OSEP's Part B FFY 2005 SPP/APR Response Table to Tennessee from June 2007 and the following concerns have been addressed:

1) N size for examining data

The subgroup enrollment N count previously used for data review and analysis was reduced from 200 to 50. Since several school districts with **disproportionate overrepresentation and underrepresentation** in a sub-group would be excluded from examination with the large N cell size of 200, this change helps to ensure both valid and thorough examination of disproportionality for each sub-group in each school district. The **child count** N size used **for disproportionate overrepresentation** was changed from 6 to 10. **The basis** of this decision was made from information found in Westat's technical assistance document, *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide*. Child count representations of less than 10, when examined for very small race/ethnicity sub-group populations, may not represent significant **disproportionate overrepresentation**, but rather may be the result of a 'false positive' from chance occurrences in child count (e.g., family groups with siblings who have the same hereditary disability).

Annually, Tennessee examines **disproportionate overrepresentation by race/ethnicity of students in special education and related services** based on a relative risk ratio (RRR) of 3.0 or higher. **The annual determination of disproportionate underrepresentation by race/ethnicity of students in special education and related services is based on a student sub-group enrollment N size of 50 and a relative risk ratio (RRR) of .25 or lower. When examining disproportionate underrepresentation, the State does not utilize a minimum N size for child count since the student sub-groups are, by definition, disproportionately underrepresented in special education and related services.**

2) Method for making an annual determination of significant disproportionality

Annually, at the beginning of the calendar year, **the State Department reviews each of Tennessee's school district's** Federal Fiscal Year (FFY) IDEA Child Count. **This data review and examination addresses the** disproportionate representation of racial and ethnic groups in special education and related services **for districts that meet Tennessee's definition for disproportionate overrepresentation and underrepresentation.** The state reviews this data by the federal reporting race/ethnicity categories of American Indian/Alaska Native, Asian/Pacific Islander, Black (not Hispanic), Hispanic, and White (not Hispanic) **and** utilizes the relative risk ratio (RRR) for **the examination of disproportionate overrepresentation and underrepresentation** of students with disabilities. Data is reviewed and analyzed with respect to enrollment, child count, and relative risk ratio. School **systems** that are determined to meet Tennessee's definition for **disproportionate overrepresentation and disproportionate underrepresentation** of specific racial/ethnic groups in special education and related services **are required to conduct a review of district practices, policies, and procedures to examine and determine if the district's disproportionality is the result of inappropriate identification.**

3) That the review of districts' policies, practices, and procedures is a consequence of, rather than a part of, determination of significant disproportionality by race or ethnicity

In addition to the requirement to reserve 15% of IDEA Part B allocation for Early Intervening Services, each school system that meets the definition of Significant Disproportionality is required to review district practices, policies, and procedures for the identification of children with disabilities. **The purpose of this review is to determine if the district's Significant Disproportionality is the result of inappropriate identification of students with disabilities or "disproportionate overrepresentation".** Districts are required to provide detailed descriptions and evidence for each of six rubric focus area prompts. **The Tennessee Rubric for the Examination of Practices, Policies, and Procedures (TnREppp) focuses this review and examination of six educationally-related areas which most directly impact the appropriate identification of students for services in special education and related services.** Each district's review of practices, policies, and procedures for the identification of students with disabilities is **reviewed, evaluated and individually rated** by a trained panel at the State. **These** ratings

are discussed and verified for reliability among the raters. District responses for each of the six focus areas required for review are evaluated and rated at one of four levels.

The six areas reviewed and evidenced by these districts are:

- referral and eligibility decisions, methods, types of measures and identification decision frequency
- equitable representation of students who are culturally and linguistically diverse in all programs, including gifted
- effective intervention options to student learning difficulties before or in lieu of referral for special education services
- on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content
- procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
- promotion of collaboration among general and special educators at the prevention and intervention levels.

An **Exemplary** rating is given to those districts with reviews:

- that clearly describe and provide evidence of **exemplary** practices, policies, and procedures;
- that include a specific improvement plan that outlines strategies which target the reduction of students in the ethnic/racial group identified **with disproportionate representation** in special education and related services, **and**
- have provided information that ensures **the district's disproportionate representation** is not the result of inappropriate identification practices.

Districts with a rating of **less than Exemplary (Adequate, Partial, and Inadequate)** are required to write and submit to the State the *Disproportionality Plan of Improvement (DispPI)*. The DispPI includes an Action Plan that addresses recommendations provided in the State's response to the district's TnREppp for improvement; timelines for the Action Plan activities; and any resources, such as personnel, fiscal, or materials needed to implement each Action Plan improvement activity. The Department reviews the district's plan and provides technical assistance as needed **and focused monitoring as warranted**. The Disproportionality Plan of Improvement (DispPI) must be included in the school district's *Tennessee Comprehensive School Performance Plan (TCSPP)*.

(Note: the TCSPP is a requirement for all districts in Tennessee and is available for public review.)

Discussion of Slippage:

Tennessee's measurable and rigorous target of 0% school districts identified with disproportionate representation of racial and ethnic groups in special education and related services as the result of inappropriate identification for FFY 2006 was **not met and represents an increase in the percent of districts that were identified with disproportionate representation with data from FFY 2005**. The FFY 2005 data review addressed Disproportionate Overrepresentation, but did not include Disproportionate Underrepresentation. Additionally, the requirement for the identification of disproportionate underrepresentation in Indicator 9 was not included in OSEP's Response and Letter of Determination to Tennessee for the SPP submitted on February 1, 2007. The FFY 2006 data review included examination and analysis of disproportionate overrepresentation and underrepresentation resulting in a 2.6% increase of districts with disproportionate representation as a result of inappropriate identification (from 1.5% to 4.1%).

This determination was made through utilization of Tennessee's Significant Disproportionality and Disproportionate Representation – Definition and Process described in the next section.

**Significant Disproportionality and Disproportionate Representation – Definition and Process
(The Identification of Children as Children with Disabilities)**

Under 34 CFR S300.646 each state is required to provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the Local Education Agencies (LEAs) with respect to:

1. the identification of children as children with disabilities,
2. the placement of children with disabilities in particular settings, and
3. the incidence, duration and type of disciplinary actions, including suspensions and expulsions.

The definition and process described in this document is for the first of these requirements – the identification of children as children with disabilities.

Data Review, Examination and Analysis

Annually, the December 1 Unduplicated Census Data for students identified with disabilities (<http://state.tn.us/education/speced/sedata.shtml>) is reviewed for each school district to determine if significant disproportionality exists based on race and ethnicity with respect to the identification of children with disabilities.

The state's review of this data utilizes the relative risk ratio (RRR) for examination of significant disproportionality of students with disabilities by the federal reporting race/ethnicity categories [(American Indian/Alaska Native, Asian/Pacific Islander, Black (not Hispanic), Hispanic, and White (not Hispanic))]. Data review and examination includes disproportionate representation of racial and ethnic groups in special education and related services.

Disproportionality, defined as both overrepresentation and underrepresentation, is reviewed through the process of including all racial/ethnic groups (majority and minority) in the disproportionality calculation and review. The analysis of this data is used for the identification of school districts with Significant Disproportionality (Disproportionate Overrepresentation) and Disproportionate Underrepresentation as defined below:

Significant Disproportionality (Disproportionate Overrepresentation)

- Racial/ethnic group Enrollment of ≥ 50 in the LEA (source: State Report Card)
- Racial/ethnic group IDEA Child Count of ≥ 10 (source: Dec. 1 Census)
- Relative Risk Ratio (RRR) of ≥ 3.0 for racial and ethnic groups in special education and related services

Disproportionate Underrepresentation

- Racial/ethnic group Enrollment of ≥ 50 in the LEA (source: State Report Card)
- Relative Risk Ratio (RRR) of $\leq .25$ for racial and ethnic groups in special education and related services

Annually, after the review of data from the December 1 Unduplicated Census from the preceding FFY, all local education agencies are notified of system status as determined by data analysis. Each year the Disproportionality Summary Data for the current FFY is posted on the special education website at <http://tennessee.gov/education/speced/seassessment.shtml#disp>.

Table—Definition and Process for Disproportionate Overrepresentation and Underrepresentation

Relative Risk Ratio	Description	Action Required
≤ .25	<i>Disproportionate Underrepresentation</i>	<i>LEA required to:</i> <ul style="list-style-type: none"> Review practices, policies, and procedures related to the identification of children with disabilities utilizing the <i>TnREppp</i>, When disproportionality is the result of inappropriate identification, develop a <i>DispPI</i>, and SEA provide technical assistance upon request
.26 – 1.99	No identified disproportionality	<ul style="list-style-type: none"> No action required
2.00 – 2.99	Potential disproportionate overrepresentation	<ul style="list-style-type: none"> Recommend LEA review policies and procedures and local analysis of identification procedures SEA provide technical assistance upon request
≥ 3.00	<i>Disproportionate Overrepresentation (Significant Disproportionality)</i>	<i>LEA required to:</i> <ul style="list-style-type: none"> Reserve 15% of IDEA Part B allocation for Early Intervening Services. The 15% reserve is required each year thereafter until the district meets the State target; Review practices, policies, and procedures related to the identification of children with disabilities utilizing the <i>TnREppp</i>; and When disproportionality is the result of inappropriate identification, develop a <i>DispPI</i>

Determination of Disproportionate Representation

Each school district that has been identified as having **Disproportionate Overrepresentation and Underrepresentation through the annual data review** is required to conduct and submit to the SDE a review of policies, procedures, and practices as described in the *Tennessee Rubric for the Examination of Practices, Policies, and Procedures (TnREppp)*. The purpose of this review is to determine if the district's disproportionate representation is the result of inappropriate identification of children with disabilities. When disproportionate representation is the result of inappropriate identification procedures, the district is required to correct the noncompliance, including revising deficient policies, procedures, and practices and to report on these revisions publicly by including the *DispPI* in the school district's *Tennessee Comprehensive School Performance Plan (TCSPP)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-07 (see table below)

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06
(1.) Develop definition of Disproportionate Representation and Identification Process to determine the number of districts with disproportionate representation of racial and ethnic groups in all disability categories as a result of inappropriate identification.	Activity 1 Completed – see revised definition in “Discussion of Actual Target Data” section Progress Made Discontinue Activity 1

<p>(2.) Review Unduplicated Census Data for school districts meeting this definition.</p>	<p>Activity 2 Completed</p> <p>Activity 2 is a part of the overall identification process outlined in Activity 1 and will be removed as a separate activity</p> <p>Progress Made</p>
<p>(3.) Expand current guide-lines and develop a “best practices” document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include:</p> <ul style="list-style-type: none"> • child find/screening guidelines, • unbiased and culturally-fair assessment practices, and • guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability. 	<p>Activity 3 in process and on-going</p> <p>Made preliminary plans with newly hired ESL Coordinator at the Department in the Division of Teaching and Learning to conduct statewide training with ESL teachers and special education teachers and to complete the guidelines manual for referring English language learners to special education.</p> <p>Progress Made</p> <p>Continue Activity 3</p>
<p>(4.) Continue grant partnership liaison with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.</p>	<p>Activity 4 in process and on-going</p> <p>NCCRESt conducted a three-hour workshop at the Division’s June 2006 staff meeting on the NCCRESt Training Modules (located at www.nccrest.org) and how staff can provide technical assistance to school districts identified with significant disproportionality.</p> <p>NCCRESt provided consultation to the Disproportionality Work Group when making revisions to the definition and process for identification of significant disproportionality</p> <p>Progress Made</p> <p>Continue Activity 4</p>
<p>(5.) Advocate and collaborate with NIUSI in the addition of Memphis to NIUSI’s national city partners.</p>	<p>Activity 5 Completed</p> <p>Collaboration with NIUSI resulted in the addition of Memphis City Schools as a national city partner in the 2006-2007 school year.</p> <p>Progress Made</p> <p>Discontinue Activity 5</p>

<p>(6a.) Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services.</p> <p>(6b.) Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities.</p>	<p>Activity 6a in process and on-going</p> <p>Refer to State Improvement Grant web site at http://sig.cls.utk.edu/resources_teacher_pd.html#sig for listing of on-going instruction for RTI Trainer of the Trainers</p> <p>Progress Made</p> <p>Continue Activity 6a</p> <hr/> <p>Activity 6b in process and on-going</p> <p>Task force and RTI Oversight Committee collaborated to revise procedures for the identification of students with disabilities</p> <p>Progress Made</p> <p>Continue Activity 6b</p>
<p>(7.) Establish statewide stakeholders' committee on disproportionality to provide input and continued guidance on goals established by the DOE Disproportionality Core Work Group.</p>	<p>Activity 7 Completed</p> <p>The Disproportionality Stakeholders' Committee was established</p> <p>Progress Made</p> <p>Discontinue Activity 7</p>
<p>(8a.) Develop and disseminate best practice guidelines and tools to school districts to include specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of racial/ethnic groups of students who have been inappropriately disproportionately identified with disabilities.</p> <p>(8b.) Provide technical assistance to districts that have been identified with potential and significant disproportionate representation. Include resources from NCCRESt (National Center for Culturally-Responsive Education Systems) and NIUSI (National Institute for Urban Schools Improvement).</p>	<p>Activity 8a in process and on-going</p> <p>During FFY 2006 no districts were identified with disproportionate representation as the result of inappropriate identification.</p> <p>Progress Made</p> <p>Continue Activity 8a</p> <hr/> <p>Activity 8b in process and on-going</p> <p>Provided on-site technical assistance to districts identified with potential and significant disproportionate representation</p> <p>Internet location of resources from NCCRESt are referenced in the "Abbreviated NCCRESt Rubric for Looking at District Practices" (http://tennessee.gov/education/speced/doc/92707abrevrub06.pdf)</p> <p>Progress Made</p> <p>Continue Activity 8b</p>

Part B State Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report Development:****Monitoring Priority: Disproportionality****INDICATOR 10 – DISPROPORTIONATE REPRESENTATION BY SPECIFIC DISABILITY****CATEGORIES:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2006-2007	The percent of school districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in the 2006-2007 school year will be 0%.

PER DIRECTIVE OF THE OSEP RESPONSE TABLE OF JUNE, 2007, RELATED TO 2/1/07 SPP SUBMISSIONS, THE FOLLOWING BASELINE DATA FROM FFY05 (2005-06SY) IS PROVIDED:

The SDE evaluated through use of Tennessee's "Abbreviated NCCRESt Rubric for Looking at District Practices" (<http://tennessee.gov/education/speced/doc/92707abrevrub06.pdf>) district reviews of policies, practices, and procedures submitted by districts that were identified with disproportionate representation of racial and ethnic groups for FFY 2005 in the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairments. Based on evaluation of these districts' reviews, the percent of Tennessee's districts identified with Disproportionate Representation for FFY 2005, as the result of inappropriate identification, was made for each of these high incidence disability categories and is reported as follows:

Autism: .73% of Tennessee's school districts were identified with Disproportionate Representation as the result of inappropriate identification.

Emotional Disturbance: 1.47% of Tennessee's school districts were identified with Disproportionate Representation as the result of inappropriate identification.

Mental Retardation: 3.67% of Tennessee's school districts were identified with Disproportionate Representation as the result of inappropriate identification.

Other Health Impairments: .73% of Tennessee's school districts were identified with Disproportionate Representation as the result of inappropriate identification.

Specific Learning Disabilities: 1.47% of Tennessee's school districts were identified with Disproportionate Representation as the result of inappropriate identification.

Speech and Language Impairments: 2.94% of Tennessee's school districts were identified with Disproportionate Representation as the result of inappropriate identification.

Actual Target Data for 2006-07:

The FFY 2006 review, examination and analysis of data for the Disproportionate Overrepresentation and Underrepresentation was based on Tennessee's "Definition and Process for the Identification of Children as Children with Disabilities". The percent of Tennessee's districts identified with Disproportionate Overrepresentation and Underrepresentation of racial and ethnic groups as the result of inappropriate identification was made in each of the six high incidence disability categories and is reported as follows:

Autism: Eight (8) or 5.88% of Tennessee's school districts were identified with Disproportionate Overrepresentation and Underrepresentation as the result of inappropriate identification.

Emotional Disturbance: Twenty-three (23) or 16.91% of Tennessee's school districts were identified with Disproportionate Overrepresentation and Underrepresentation as the result of inappropriate identification.

Mental Retardation: Twenty (20) or 14.71% of Tennessee's school districts were identified with Disproportionate Overrepresentation and Underrepresentation as the result of inappropriate identification.

Other Health Impairments: Eighteen (18) or 13.24% of Tennessee's school districts were identified with Disproportionate Overrepresentation and Underrepresentation as the result of inappropriate identification.

Specific Learning Disabilities: Twelve (12) or 8.82% of Tennessee's school districts were identified with Disproportionate Overrepresentation and Underrepresentation as the result of inappropriate identification.

Speech and Language Impairments: Nine (9) or 6.62% of Tennessee's school districts were identified with Disproportionate Overrepresentation and Underrepresentation as the result of inappropriate identification.

Discussion of Actual Target Data for 2006-07:

Revisions to Tennessee's disproportionality definition and process were requested/ required in OSEP's Part B FFY 2005 SPP/APR Response Table to Tennessee from June 2007 and the following concerns have been addressed:

1) N size for examining data

The subgroup enrollment N count previously used for data review and analysis was reduced from 200 to 50. Since several school districts with disproportionate overrepresentation and underrepresentation in a sub-group would be excluded from examination with the large N cell size of 200, this change helps to ensure both valid and thorough examination of disproportionality for each sub-group in each school district. The child count N size used for disproportionate overrepresentation was changed from 6 to 10. The basis of this decision was made from information found in Westat's

technical assistance document, *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide*. Child count representations of less than 10, when examined for very small race/ethnicity sub-group populations, may not represent significant **disproportionate overrepresentation**, but rather may be the result of a ‘false positive’ from chance occurrences in child count (e.g., family groups with siblings who have the same hereditary disability).

Annually, Tennessee examines **disproportionate overrepresentation** by race/ethnicity of students in the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairments based on a relative risk ratio (RRR) of 3.0 or higher. The annual determination of **disproportionate underrepresentation** by race/ethnicity of students in the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impaired, Specific Learning Disabilities, and Speech and Language Impairments is based on a student sub-group enrollment N size of 50 and a relative risk ratio (RRR) of .25 or lower. When examining disproportionate underrepresentation, the State does not utilize a minimum N size for child count since the student sub-groups are, by definition, disproportionately underrepresented since the student sub-group populations are, by definition, disproportionately underrepresented in each of the six high incidence disabilities.

2) Method for making an annual determination of significant disproportionality

Annually, at the beginning of the calendar year, the State Department reviews each of Tennessee's school district's Federal Fiscal Year (FFY) IDEA Child Count. This data review and examination addresses the disproportionate representation of the six targeted high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairments for districts that meet Tennessee's definition for disproportionate overrepresentation and underrepresentation. The state reviews this data by the federal reporting race/ethnicity categories of American Indian/Alaska Native, Asian/Pacific Islander, Black (not Hispanic), Hispanic, and White (not Hispanic) and utilizes the relative risk ratio (RRR) for the examination of disproportionate overrepresentation and underrepresentation of students with disabilities. Data is reviewed and analyzed with respect to enrollment, child count, and relative risk ratio. School systems that are determined to meet Tennessee's definition for disproportionate overrepresentation and disproportionate underrepresentation of specific racial/ethnic groups in one or more of the high incidence disabilities are required to conduct a review of district practices, policies, and procedures to examine and determine if the district's disproportionality is the result of inappropriate identification.

3) That the review of districts' policies, practices, and procedures is a consequence of, rather than a part of, determination of significant disproportionality by race or ethnicity

In addition to the requirement to reserve 15% of IDEA Part B allocation for Early Intervening Services, each school system that meets the definition of Significant Disproportionality is required to review district practices, policies, and procedures for the identification of children with disabilities. The purpose of this review is to determine if the district's Significant Disproportionality is the result of inappropriate identification of students with disabilities or “disproportionate overrepresentation”. Districts are required to provide detailed descriptions and evidence for each of six rubric focus area prompts. The Tennessee Rubric for the Examination of Practices, Policies, and Procedures (TnREppp) focuses this review and examination of six educationally-related areas which most directly impact the appropriate identification of students in the six targeted high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairments. Each district's review of practices, policies, and procedures for the identification of students with disabilities is reviewed, evaluated and individually rated by a trained panel at the State. These ratings are discussed and verified for reliability among the raters. District responses for each of the six focus areas required for review are evaluated and rated at one of four levels.

The six areas reviewed and evidenced by these districts are:

- referral and eligibility decisions, methods, types of measures and identification decision frequency

- equitable representation of students who are culturally and linguistically diverse in all programs, including gifted
- effective intervention options to student learning difficulties, before or in lieu of referral for special education services
- on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content
- procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
- promotion of collaboration among general and special educators at the prevention and intervention levels.

An **Exemplary** rating is given to those districts with reviews:

- that clearly describe and provide evidence of **exemplary** practices, policies, and procedures;
- that include a specific improvement plan that outlines strategies which target the reduction of students in the ethnic/racial group identified **with disproportionate representation in one or more targeted high incidence disabilities, and**
- have provided information that ensures **the district's disproportionate representation** is not the result of inappropriate identification practices.

Districts with a rating of **less than Exemplary (Adequate, Partial, and Inadequate)** are required to write and submit to the State the *Disproportionality Plan of Improvement (DispPI)*. The DispPI includes an Action Plan that addresses recommendations provided in the State's response to the district's TnREppp for improvement; timelines for the Action Plan activities; and any resources, such as personnel, fiscal, or materials needed to implement each Action Plan improvement activity. The Department reviews the district's plan and provides technical assistance as needed **and focused monitoring as warranted**. The Disproportionality Plan of Improvement (DispPI) must be included in the school district's *Tennessee Comprehensive School Performance Plan (TCSPP)*.

(Note: the TCSPP is a requirement for all districts in Tennessee and is available for public review.)

Discussion of Slippage:

Tennessee's measurable and rigorous target of 0% school districts identified with disproportionate representation of racial and ethnic groups in special education and related services as the result of inappropriate identification for FFY 2006 was **not met and represents an increase in the percent of districts that were identified with disproportionate representation with data from FFY 2005**. The FFY 2005 data review addressed Disproportionate Overrepresentation, but did not include Disproportionate Underrepresentation. Additionally, the requirement for the identification of disproportionate underrepresentation in Indicator 10 was not included in OSEP's Response and Letter of Determination to Tennessee for the SPP submitted on February 1, 2007. The FFY 2006 data review included examination and analysis of disproportionate overrepresentation and disproportionate underrepresentation. This resulted in the following increases in the percent of districts identified with disproportionate representation (overrepresentation and underrepresentation):

- Autism: 5.15% increase (from .73% to 5.88%)
- Emotional Disturbance: 15.44% increase (from 1.47% to 16.91%)
- Mental Retardation: 11.04% increase (from 3.67% to 14.71%)
- Other Health Impairments: 12.51% increase (from .73% to 13.24%)
- Specific Learning Disabilities: 7.35% increase (from 1.47% to 8.82%)
- Speech and Language Impairments: 3.68% increase (from 2.94% to 6.62%)

This determination was made through utilization of Tennessee's Significant Disproportionality and Disproportionate Representation – Definition and Process described in the next section.

Significant Disproportionality and Disproportionate Representation – Definition and Process (The Identification of Children as Children with Disabilities)

Under 34 CFR S300.646 each state is required to provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the Local Education Agencies (LEAs) with respect to:

1. the identification of children as children with disabilities,
2. the placement of children with disabilities in particular settings, and
3. the incidence, duration and type of disciplinary actions, including suspensions and expulsions.

The definition and process described in this document is for the first of these requirements – the identification of children as children with disabilities.

Data Review, Examination and Analysis

Annually, the December 1 Unduplicated Census Data for students identified with disabilities (<http://state.tn.us/education/speced/sedata.shtml>) is reviewed for each school district to determine if significant disproportionality exists based on race and ethnicity with respect to the identification of children with disabilities.

The state's review of this data utilizes the relative risk ratio (RRR) for examination of significant disproportionality of students with disabilities by the federal reporting race/ethnicity categories [(American Indian/Alaska Native, Asian/Pacific Islander, Black (not Hispanic), Hispanic, and White (not Hispanic))]. Data review and examination includes disproportionate representation of racial and ethnic groups in the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impaired, Specific Learning Disabilities, and Speech and Language Impairment.

Disproportionality, defined as both overrepresentation and underrepresentation, is reviewed through the process of including all racial/ethnic groups (majority and minority) in the disproportionality calculation and review. The analysis of this data is used for the identification of school districts with **Significant Disproportionality (Disproportionate Overrepresentation) and Disproportionate Underrepresentation** as defined below:

Significant Disproportionality (Disproportionate Overrepresentation)

- Racial/ethnic group Enrollment of ≥ 50 in the LEA (source: State Report Card)
- Racial/ethnic group **IDEA** Child Count of ≥ 10 (source: Dec. 1 Census)
- Relative Risk Ratio (RRR) of ≥ 3.0 **for racial and ethnic groups in special education and related services**

Disproportionate Underrepresentation

- Racial/ethnic group Enrollment of ≥ 50 in the LEA (source: State Report Card)
- Relative Risk Ratio (RRR) of $\leq .25$ **for racial and ethnic groups in special education and related services**

Annually, after the review of data from the December 1 Unduplicated Census from the preceding FFY, all local education agencies are notified of system status as determined by data analysis. **Each year the Disproportionality Summary Data for the current FFY is posted on the special education website at <http://tennessee.gov/education/speced/seassessment.shtml#disp>.**

Table—Definition and Process for Disproportionate Overrepresentation and Underrepresentation

Relative Risk Ratio	Description	Action Required
≤ .25	<i>Disproportionate Underrepresentation</i>	<i>LEA required to:</i> <ul style="list-style-type: none"> Review practices, policies, and procedures related to the identification of children with disabilities utilizing the TnREppp, When disproportionality is the result of inappropriate identification, develop a DispPI, and SEA provide technical assistance upon request
.26 – 1.99	No identified disproportionality	<ul style="list-style-type: none"> No action required
2.00 – 2.99	Potential disproportionate overrepresentation	<ul style="list-style-type: none"> Recommend LEA review policies and procedures and local analysis of identification procedures SEA provide technical assistance upon request
≥ 3.00	<i>Disproportionate Overrepresentation (Significant Disproportionality)</i>	<i>LEA required to:</i> <ul style="list-style-type: none"> Reserve 15% of IDEA Part B allocation for Early Intervening Services. The 15% reserve is required each year thereafter until the district meets the State target; Review practices, policies, and procedures related to the identification of children with disabilities utilizing the TnREppp; and When disproportionality is the result of inappropriate identification, develop a DispPI

Determination of Disproportionate Representation

Each school district that has been identified as having **Disproportionate Overrepresentation and Underrepresentation through the annual data review** is required to conduct and submit to the SDE a review of policies, procedures, and practices as described in the **Tennessee Rubric for the Examination of Practices, Policies, and Procedures (TnREppp)**. The purpose of this review is to determine if the district's disproportionate representation is the result of inappropriate identification of children with disabilities. When disproportionate representation is the result of inappropriate identification procedures, the district is required to correct the noncompliance, including revising deficient policies, procedures, and practices and to report on these revisions publicly by including the DispPI in the school district's Tennessee Comprehensive School Performance Plan (TCSP).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-2007:

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06
(1.) Develop definition of Disproportionate Representation and Identification Process to determine the number of districts with disproportionate representation of racial and ethnic groups in high incidence disability categories as a result of inappropriate identification.	Activity 1 Completed – see revised definition in “Discussion of Actual Target Data” section Progress Made Discontinue Activity 1

<p>(2.) Review Unduplicated Census Data for school districts meeting this definition.</p>	<p>Activity 2 Completed</p> <p>Activity 2 is a part of the overall identification process outlined in Activity 1 and will be removed as a separate activity</p> <p>Progress Made</p>
<p>(3.) Expand current guide-lines and develop a “best practices” document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include:</p> <ul style="list-style-type: none"> • child find/screening guidelines, • unbiased and culturally-fair assessment practices, and • guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability. 	<p>Activity 3 in process and on-going</p> <p>Made preliminary plans with newly hired ESL Coordinator at the Department in the Division of Teaching and Learning to conduct statewide training with ESL teachers and special education teachers and to complete the guidelines manual for referring English language learners to special education.</p> <p>Progress Made</p> <p>Continue Activity 3</p>
<p>(4.) Continue grant partnership liaison with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.</p>	<p>Activity 4 in process and on-going</p> <p>NCCRESt conducted a three-hour workshop at the Division’s June 2006 staff meeting on the NCCRESt Training Modules (located at www.nccrest.org) and how staff can provide technical assistance to school districts identified with significant disproportionality.</p> <p>NCCRESt provided consultation to the Disproportionality Work Group when making revisions to the definition and process for identification of significant disproportionality</p> <p>Progress Made</p> <p>Continue Activity 4</p>
<p>(5.) Advocate and collaborate with NIUSI in the addition of Memphis to NIUSI’s national city partners.</p>	<p>Activity 5 Completed</p> <p>Collaboration with NIUSI resulted in the addition of Memphis City Schools as a national city partner in the 2006-2007 school year.</p> <p>Progress Made</p> <p>Discontinue Activity 5</p>

<p>(6a.) Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services.</p> <hr/> <p>(6b.) Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities.</p>	<p>Activity 6a in process and on-going Refer to State Improvement Grant web site at http://sig.cls.utk.edu/resources_teacher_pd.html#sig for listing of on-going instruction for RTI Trainer of the Trainers Progress Made Continue Activity 6a</p> <hr/> <p>Activity 6b in process and on-going Task force and RTI Oversight Committee collaborated to revise procedures for the identification of students with disabilities Progress Made Continue Activity 6b</p>
<p>(7.) Establish statewide stakeholders' committee on disproportionality to provide input and continued guidance on goals established by the DOE Disproportionality Core Work Group.</p>	<p>Activity 7 Completed The Disproportionality Stakeholders' Committee was established Progress Made Discontinue Activity 7</p>
<p>(8a.) Develop and disseminate best practice guidelines and tools to school districts to include specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of racial/ethnic groups of students who have been inappropriately disproportionately identified with disabilities.</p> <p>(8b.) Provide technical assistance to districts that have been identified with potential and significant disproportionate representation. Include resources from NCCRESt (National Center for Culturally-Responsive Education Systems) and NIUSI (National Institute for Urban Schools Improvement).</p>	<p>Activity 8a in process and non-going During FFY 2006 no districts were identified with disproportionate representation as the result of inappropriate identification. Progress Made Continue Activity 8a</p> <hr/> <p>Activity 8b in process and on-going Provided on-site technical assistance to districts identified with potential and significant disproportionate representation Internet location of resources from NCCRESt are referenced in the "Abbreviated NCCRESt Rubric for Looking at District Practices" (http://tennessee.gov/education/speced/doc/92707abrevrub06.pdf) Progress Made Continue Activity 8b</p>

Part B State Annual Performance Report (APR) for 2006-2007

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

INDICATOR 11 – CHILD FIND: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2006-2007	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.

See SPP indicator #15, page 123 for a description of how LEAs are selected for monitoring.

Actual Target Data for 2006-07:

30 LEAs were monitored *during the 2006-07 school year* for compliance with timelines. In the assessments reviewed in these systems, 5,196 were logged as initial with parental consent documented. The number found eligible was 3,616 (70%) and the number found ineligible was 1580(30%). This indicates that ALL students who had parental consent for full evaluation were assessed at some point in time. However all were NOT completed within 40 school days. 4,280 (82%) were completed within required timelines and 916(18%) were not completed within required timelines.

Discussion of Target Data for 2006-07: The data indicate that the majority of initial assessments (4,280 of 5,196) were completed for eligibility or ineligibility within required timelines. 916 assessments were not completed within required timelines. All 5,196 students were assessed at some point in time, however the data on the 916 overdue evaluations do not delineate between eligible and ineligible students. Additionally, reasons for these delays was **not** available. This indicates a need for improvement in the State's data collection system.

PROCEDURES FOR COLLECTION OF THESE ITEMS HAVE BEEN PUT IN PLACE AND ARE BEING USED FOR THE 07-08 SCHOOL YEAR.

Of the 30 LEAs monitored in 06-07, there were 44 findings of non-compliance. 30 for timelines not met and 14 for various other reasons related to initial evaluations. It is expected that all findings identified during the 2006-07 school year will be verified for correction within one year of identification. The target of 100% compliance for this indicator was not met.

FFY05 Follow up (see B-15 worksheet)

There were 28 findings of non-compliance identified in 05-06. 100% of these were corrected within 1 year.

Discussion of Improvement activities and explanation of progress or slippage that occurred for FFY06. (see table below)

Improvement Activities	Discussion of Improvement activities and explanation of progress or slippage that occurred for FFY06.
Training of LEAs on components of the evaluation/eligibility process & timelines for completion	Completed for the 2006-07 SY through implementation of improvement plans written in 2005-06 in 28 LEAs. Progress made/continue activity. Note: trainings will be provided as improvement needs are identified through future monitorings or other reviews.
Conduct monitoring reviews of current timeline tracking systems in LEAs being monitored and determine which LEAs require changes to the system or the full implementation of a new system in order to attain compliance in this area.	Completed through LEA monitoring during the 2006-07 SY. Results will contribute to a new collection system state wide. Progress made/activity completed.

Revisions with Justifications to Proposed Targets/Improvement Activities/Timelines/Resources for FFY08 due 2/1/09.

Activities	Timeline	Resources
<u>New Improvement Activity:</u> Provide all LEAs with a uniform means of collecting timeline data for (i.e. a log, a location on the state automated IEP system) in order to ensure that collection is consistent across the state. The data collected will include the number of children for whom parental consent to evaluate is received as well as numbers of eligible and non-eligible students within required timelines.	Beginning in the 07-08 school year and edited thereafter until accurate. First reporting of the results of new collections methods will be in the FFY07 APR	State Compliance Staff

APR Template – Part B (4)

Tennessee
State

<p>Also included will be those for whom consent was received but whose evaluations were not completed within required timelines and reasons for any delays.</p> <p>This system will enable the TDOE and LEAs to better determine non-compliance at the student level.</p>		
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Part B State Annual Performance Report (APR) for 2006-2007

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervisor Part B – Effective Transition
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INDICATOR 12 – PART C TO B TRANSITION: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b - d)] times 100.

FFY	Measurable and Rigorous Target
2005 (2006-2007)	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible) MINUS D (Parent Refusal)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.

NOTE: The OSEP Response Table of June, 2007, requested explanation of a discrepancy in information on Page 97 of the FFY05 APR.

In reporting compliance with this indicator 99% was accurate. 468 children were referred, 124 were not eligible leaving 344 eligible. 341 of the 344 eligible had an IEP in place by the 3rd birthday resulting in a compliance percentage of 99%.

The reference to 8 of 42 LEAs being noncompliant was an inaccurate statement and probably should not have been included in the APR report. This statement should have read "8 of 42 LEAs chose to write improvement plans for this indicator based on needs identified during Part B monitoring".

Actual Target Data/Discussion of for 2006-07

Measurement:

- a. **1347** children who have been served in Part C and referred to Part B for eligibility determination. (Data from Part C data system)
- b. **158** of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays. (Data from Part C data system)
- c. **560** of those found eligible who have an IEP developed and implemented by their third birthdays. (Data from Part B data systems)
- d. **unable to gather this number in the current data system** of children for whom parent refusal to provide consent caused delays in evaluation or initial services. (Part B data system does not collect this data)

Account for children included in a, but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b - d)] times 100.

47.10%

According to the data available from a variety of sources, 41.55% of children referred by Part C prior to age 3, who were found eligible for Part B, and had an IEP developed and implemented by their third birthdays.

Data from two Part C record keeping systems was merged into a unified data table for this report and compared to two Part B data Sources, an attendance and services data system as well as the special education data services system. Children who were referred to Part B through a transition meeting in accordance with IDEA were included in the number for measurement a. The data in measurement number b. comes from Part C data is not maintained or gathered directly from Part B records or data. While data has not been maintained to adequately address this measurement, data collection systems will be in place to capture this information in the future. Measurement d. information is not captured as a data element in the Part B data system, and cannot be reported, but will be collected in the future.

It should be noted that 1,199 children had an IEP in place by the age of three, but could not be found in the Part C data system. Some of these children were not served in the Part C system, though some may have been in Part C, but are not reflected in the data due to data inconsistencies. Seventy four percent of Part C data matches up with Part B data sources. Clearly there are communication gaps between Part C and Part B data leaving holes in the data which are unexplained and unaccountable.

Data on the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for delays was not collected. Activities are underway to verify the existing data and to collect needed data elements to appropriately and accurately address this indicator in the next APR.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06 (see table below)

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06
Quarterly Regional Partnership meetings in training and TA to improve transition steps and services.	Meetings have been held as needed rather than quarterly and are completed in their current format. Progress made/continue activity
Continue to update and provide “Paving the Way for Successful Transitions” training modules for improved transition processes	Paving the Way for Successful Transitions is a transition training module presented jointly by Part C and Part B staff. This module has been required for systems that did not meet appropriate compliance. This training continues as needed. Progress made/continue activity
Identify and log transition issues from phone calls, parents, and compliance consultants.	Transition issues have been tracked and discussed by Division staff, LEAs and TEIS on an individual basis. Trends have been noted and analyzed for systematic improvement. Progress made/continue activity.
Work with Focus group of TN DOE Sp Ed Offices of 1) Data Services, 2) Compliance and Monitoring, and 3) Early Childhood, a local TEIS provider and a LEA representative to develop a data system for tracking students with IEPs that interfaces “transition components” in Part C with Preschool (619).	This group has met and developed a tracking system for children exiting Part C and entering Part B preschool services and general education services. Progress made/continue activity
Ensure that the Tennessee EasyIEP statewide electronic data system development includes: ---Students served in Part C ---Students referred to Part B ---Students determined not eligible for Part B ---Students determined eligible with development and implementation of IEP date. ---Field indicating range of days beyond third birthday ---Field indicating reasons for delay	This work began during the 2005 school year and is being continued and refined based on current data system capabilities. A unique identifier has been developed that tracks children across all department data bases. Progress made/continue activity

As a result of LEA monitoring: ---Provide technical assistance to LEAs based on information identified through self-assessment or a survey ----Provide training in LEAs where significant discrepancies or noncompliance issues are found (these discrepancies and the specific training required are documented in Program Improvement Plans (PIPs).	“Paving the Way for Successful Transitions” is a transition training module presented jointly by Part C and Part B staff. This module has been required for systems that did not meet appropriate compliance. Other TA is provided as needed and or requested. Progress made/continue activity
Provide TA to individual families as needed.	TA is provided to families on a routine basis as needed. Progress made/continue activity
Data verification to include: 1. Training on data collection and data entry 2. Regular report tracking 3. Formal verification of data 4. Ongoing communication between state and locate systems 5. Train LEAs on TEIDS data system 6. Site visits as needed	Communication, training, and verification activities are underway. Discontinue #5. Progress made.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY06

Activities	Timeline	Resources
Create data collection system of Part C and Part B local levels to : 1. Report and track missing data elements 2. Facilitate regular reporting 3. Communicate data between local Part C and Part B systems.	March 2008	Early Childhood and Monitoring Staff
Immediate follow up with LEAs at most critical levels.	Winter '08	Early Childhood and Monitoring Staff
Focused monitoring to follow up with all LEAs not meeting state target.	08-09 School year	Early Childhood and Monitoring Staff

Part B State Annual Performance Report (APR) for 2006-2007
Overview of the Annual Performance Report Development:**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

INDICATOR 13 – SECONDARY TRANSITION WITH IEP GOALS: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FY	Measurable and Rigorous Target
2006 2006-2007	100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals

Actual Target Data for FFY06:Through LEA Monitoring

Based on the requirements of this indicator, **613** student transition plans were reviewed during the 2006-07 school year in 30 LEAs, for compliance with statutory requirements for transition goals and services. LEAs selected for monitoring are part of a 4 year monitoring cycle in TN. See the demographics profiles for each of the 4 groups of LEAs in the cycle at the end of APR indicator #15, as well as the overview in the SPP Indicator #15, page 123.

LEA monitoring results revealed that 189 of 613 plans or 31% were found to meet the federally defined target of 100% for appropriate measurable post secondary goals and transition services.

Through TOPs Project

Through a contract project TN collected data from 10 LEAs on student transition plans during the 2006-07 school year: 1,816 plans were reviewed for both genders and all ethnicities and disabilities.

The 10 LEAs which participated in 06-07 were selected by sending invitations to all LEAs in the the state. 33 LEAs responded and volunteered to take part in the project entitled "the TOPS Project". These 33 LEAs were then divided into groups of 10, 11 and 12 for years 1, 2 and 3 with each LEA

groupings made up of small and large districts distributed evenly across the state and demographically representative of the state population. Selection decisions were made by the contract's project leader, the state's transition director and the state's Assistant Commissioner of Special Education.

TOPs Project results revealed that 77 of 1,816 plans or 4% were found to meet the federally defined target of 100% for appropriate measurable post secondary goals and transition services.

Combined LEA Monitoring and TOPs Project Data

$$189 + 77 / 613 + 1,816 =$$

$$266 / 2429 = 11 \% \text{ Combined results of review of appropriate transition plan.}$$

Discussion of Actual Target Data for FFY06:

Through LEA Monitoring and the TOPs Project

The measurement standards for the plans are summarized above. Both sets of LEAs used the same set of standards and therefore reliability is considered present.

The SEA used the Transition Requirements Checklist as the instrument to acquire baseline data. The checklist utilized to acquire this data asked the following questions:

1. Was a measurable postsecondary goal stated for any of the following areas?
A. Training B. Education C. Employment D. Where appropriate, independent living skills.
2. For each measurable postsecondary goal, was at least one annual goal listed in the IEP?
3. For each measurable postsecondary goal, was there evidence that age-appropriate transition assessments were used in the development of each measurable postsecondary goal?
4. For each measurable postsecondary goal, was at least one transition service listed for this measurable postsecondary goal?
5. For each measurable postsecondary goal(s), was there evidence of coordination between the LEA and other postsecondary services?
6. Was a course of study that is aligned to the student's measurable postsecondary goals indicated and included in the IEP?

All six of the questions above had to be answered Yes or NA for the IEP to meet the requirements of Indicator 13 which asks:

Overall, does the IEP include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their post secondary goals?

The target for this indicator was not met for 2006-07.

A note on the 31% and 4% compliance reported above:

Several factors contributed to the lower percentage of plans found to be compliant in the 10 project LEAs and the 42 LEAs in the monitoring cycle for 05-06. There was a higher stress factor for those LEAs being monitored and thus probably closer scrutiny of the plans, therefore a somewhat higher percentage of compliance for the monitored LEAs. The 10 LEAs not being monitored were told that this review was only for improvement needs and therefore they may have been less rigorous in their review. Additionally, the low percentages for both groups could be attributed to new IDEA requirements for transition plans that were not well known to LEAs and the fact that the automated IEP form used in the state did not have the new components added to it for transition plan changes. A paper addendum had to be written if plans had been written electronically prior to the IDEA changes. If an LEA failed to use the paper addendum, they were deemed non-compliant with high

school transition plan requirements..

FFY05 follow up

42 findings of non-compliance were identified in 05-06. All findings were verified for correction within 1 year.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06 (see table below)

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06
1) Implement Transition Outcomes Project	Continue contract with Dr. Ed O'Leary for the Transition Outcomes Projects (TOPs) and data management system. Year One LEA Review Teams came together in September 2006 for a two day training. Year One teams did a second review Fall of 2007. Year Two Review Team Training was held in October 2007. Progress made/continue activity.
2) Submit letters of support and commitment for a grant to validate the seamless transition model in four Tennessee schools.	Completed letters of support. Progress made/discontinue activity as grant was not funded.
3) Partner with Vocational Rehabilitation, Workforce Development, Department of Children's Services, STEP, Inc., and Disability Law and Advocacy Center to produce and disseminate training materials to improve transition to adult services in Tennessee	Transition training materials were produced and disseminated. Continue to develop materials and to add some of these to the website of the Tennessee Department of Education. Progress made/continue activity.
4) Partner with Developmental Disabilities Council, University of Memphis Boling Center and Disability Law and Advocacy Center to sponsor the Transition Outcomes Project (TOPS) and to inform state improvement activities	This interagency collaboration continues and includes regular meetings and communication with regards to secondary transition and the Transition Outcomes Project. Progress made/continue activity
5) Partner with parent training and information centers to provide training and assistance to families re secondary transition process	This collaboration should be continued with joint workshops and transition forums and fairs. Progress made/continue activity.

6) Develop and post Transition Center Website to disseminate information, online transition assessments, and pertinent information for students, parents and educators	Materials are posted on the state website and the websites of our university projects. Project RISE https://umdrive.memphis.edu/g-coe-rise/ and Partnerships for Edexcellence www.web.utk.edu/~edex Development and maintenance continue. Progress made/continue activity.
7) Conduct regional transition institutes open to families and educators	Three regional Transition Academies were held summer of 2006 and will continue annually as long as there is adequate participation. Academies were approved to award credits for the Tennessee Academy of School Leaders. Progress made/continue activity.
8) Revise/rewrite the Tennessee Connections Transition Manual to include updated information consistent with the IDEIA '04	Manual now includes updated information and is posted on the state Website. Progress made/manual complete. Discontinue activity.
9) Train teachers and administrators to implement the Self-Determination Curriculum in selected school systems.	"Train the trainer" events were held in January of 2007 for three new school districts. Follow-up events were conducted for six school districts January-March 2007. Progress made/continue activity.
10) Implement Seamless Transition Projects in two pilot school systems utilizing a braided funding model between the LEA, adult service agencies and private agency contractors.	This project continues but has experienced difficulty maintaining funding due to the waiting list for the Department of Mental Retardation Services. The Developmental Disability Council assisted with additional funding during the 06-07 year to keep the project going and our interagency council is seeking outside funding to keep the demonstration projects going. The future of the project is uncertain however some progress made/continue activity.
11) Review data from Post School Outcomes Survey (PSOS), Transition Outcomes Projects, and compliance monitoring and adjust state improvement activities and technical assistance	On-going. Progress made/continue activity.
12) Provide on-site technical assistance to school district personnel to improve transition planning and implement community based instruction programs	Ongoing. Progress made/continue activity.

13) Provide joint training in cooperation with the Division of Career and Technical Education on Tennessee policies and required reporting for Work Based Learning Activities	Planning is underway for the first state transition to post secondary conference to be held during the 07-08 SY. Annual Work Based Learning joint trainings were held Fall of 2006. The second annual state sponsored School Counselors Conference was held February 2007. Progress made/continue activity.
14) Develop distribution list of transition contacts statewide and use to share best practices, updated information and technical assistance from the Director of Transition Services	Feedback from this activity has been very positive. An electronic newsletter "The Transition Edition" was added March 2007 to be published monthly (September through May) to meet the goals of this activity. Progress made/continue activity.

Revisions with Justifications to Proposed Targets/Improvement Activities/Timelines/Resources for FFY08 due 2/1/09.

Activities	Timeline	Resources
Place the new requirements for high school transition plans, found in the IDEA '04, in the state's automated IEP program to better ensure the accurate completion of these plans. As a result, paper copies of the forms will not be the only means for writing/documenting these plans. (new activity)	To be completed during the 07-08 SY. Results will be reported in the next APR.	SDE Data Staff

Part B State Annual Performance Report (APR) for 2006-2007

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

INDICATOR 14 – SECONDARY TRANSITION AFTER SECONDARY SCHOOL: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
2006 2006-2007	See SPP FFY06

Overview of Issue/Description of System or Process: See SPP FFY06

Baseline Data: See SPP FFY06

Discussion of Baseline/Entry Data: See SPP FFY06

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY06

APR Template – Part B (4)

Tennessee
State

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /
Resources for *(Insert FFY)*
[If applicable]

Activities	Timeline	Resources

Part B State Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report Development:****Monitoring Priority: Effective General Supervision Part B / General Supervision**

INDICATOR 15 – MONITORING: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

- A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
- # of findings of noncompliance
 - # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<p>100% of the findings of non-compliance identified during the 05-06 SY will be corrected within one year or less.</p> <p>Percentages will be reported according to required measurement methods for all areas.</p> <p>Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided.</p> <p>For dispute resolution, the state will meet all mandated requirements within required timelines.</p>

For an overview of how LEAs are selected for monitoring see the TN SPP for FFY04, Indicator #15, "Overview of Issue/Description of System or Process (page 123) and the attached demographics table for 4 year cyclical monitoring in TN with this indicator.

Actual Target Data for FFY06:**A note about monitoring findings and the B-15 Worksheet:**

Through the process of reviewing information for the completion of the B-15 non-compliance worksheet TDOE determined that the information requested via the table and the information

reported in the table via monitoring were not completely comparable. The monitoring process investigates LEAs by indicator. LEAs below state targets for any one or more indicators are required to generate Program Improvement Plans (PIPs). The data in the B-15 worksheet reports the number of LEAs monitored and the number of PIPs generated as a result of monitoring findings. The existence of a PIP does not always equate to non-compliance, rather it indicates that the district is below the state target relative to a particular indicator and that improvements are needed to better meet the requirements of the indicator. Based on this, the number of specific findings of non-compliance are noted in the particular indicators associated with the findings in the “discussion of target data” sections of those indicators.

Through LEA Monitoring

Findings identified during the 2005-2006 school year that were corrected within one year or less was 100%. The 100% reported at the end of the B-15 worksheet as the % of non-compliance completed within one year indicates that all required actions had been initiated. However, some LEAs remain under a PIP (85%) to ensure continued compliance for an extended period of time. (see attached B-15 worksheet)

Through Other Agency Monitoring (i.e. Private/Incarcerated Agencies)

Findings identified during the 2005-2006 school year that were corrected within one year or less of their identification was 100%. (see attached B-15 worksheet)

Through Dispute Resolution

Findings identified during the 2005-2006 school year that were corrected within one year or less of their identification was 100%. (see FFY05 table 7)

Discussion of Actual Target Data FFY06

All 05-06 findings referred to above were corrected within one year or less of identification. Target met.

Through Other Agency monitoring (i.e. private, incarcerated)

40 programs/agencies were monitored with 24 exceptions or findings in 7 of the agencies. The State website provides details of these findings All were corrected within less than one year. Target met.

Through Dispute Resolution

Findings identified during the 2006-2007 school year that have been or will be corrected within one year of identification are summarized in indicators 16-19 and the accompanying table 7 for FFY06.

Discussion of Improvement Activities and progress or slippage that occurred for FFY06 (see table below)

Improvement Activities	Discussion of Improvement Activities and progress or slippage that occurred for FFY06
1.	<u>LEAS</u>

Provide <i>follow-up</i> technical assistance to LEAs/programs based on information identified through on-site monitorings.	<p><i>In all 42 systems monitored in 05-06, Program Improvement Plans (PIPs) were written based on needs identified through the on-site monitorings. These findings were reported in a letter/report issued to each LEA by the TDOE with the purpose being to ensure continued compliance with the requirements of 20 U.S.C. 1232(d)(b)(3)(E) and 34 CFR 300.149 and 300.600..</i></p> <p><i>Non-monitoring staff provided TA to LEAs as part of the implementation of these plans.</i></p> <p><u>Other Agencies</u> Private <i>None required</i> <u>Incarcerated Youth</u> <i>None required</i></p> <p><i>Progress made. Continue Activity</i></p>
2. Continue current monitoring practices to ensure compliance with federal requirements.	<p><u>LEAS</u> <i>30 LEAs in 06-07</i></p> <p><u>Other Agencies</u> <i>40 Private/incarcerated in 06-07</i></p> <p><i>Progress made. Continue activity</i></p>
3. Provide training in programs where significant discrepancies or noncompliance issues are found. (The discrepancies and the specific training required are documented in the Corrective Action Plans – CAP (a.k.a. Program Improvement Plans – PIPs)	Discontinue this is basically a duplicate of activity 1 above.
4. Monitoring reports will be posted on the Web and instructional sessions at the state and regional conferences and annual orientation for new agency/ program staff.	<p><i>Reports posted Fall 07</i></p> <p><i>Progress made ...continue activity</i></p>
5. Dispute Resolution: provide technical assistance and training in LEAs where discrepancies or non-compliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	<p>Training and review of state and federal dispute resolution processes was conducted for the benefit of LEA staff at an annual statewide conference and at regional meetings. General information on dispute resolution was provided for <i>new</i> LEA administrative staff during an annual orientation meeting hosted by the SDE in the fall of 2006.</p> <p><i>Progress made continue activity</i></p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY06

Activities	Timeline	Resources
<u>New Activity:</u> TDOE will review the existing monitoring and review system to establish more measurable criteria for generating non-compliance rulings. By reviewing our existing monitoring processes and refining our criteria we will then be able to update our system for more accurate collecting and reporting of non-compliance information.	Beginning Spring 2008 and ongoing	TDOE Staff

INDICATOR B-15 WORKSHEET (8/2/07version)

Indicator	Gen Superv System Component(s)	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06, 05-06SY)	(b) # of Findings from (a) for which correction was verified no later than one year from identification (06-07SY)
1. Percent of youth with IEPs graduating from high school with a regular diploma.	<u>Monitoring:</u> <u>Part B</u> On-site visits, self-assessment, local APR, desk audit, etc.	42	Ind#1- 11	Ind #1 – 11
2. Percent of youth with IEPs dropping out of high school.		42	Ind #2- 28	Ind #2 – 28
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.		42	Ind #13 – 42	Ind #13 – 42
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively		42	Ind #14 –not required in 05-06	Ind #14 - not required in 05-06

APR Template – Part B (B)

Tennessee
State

Indicator	Gen Superv System Component(s)	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06, 05-06SY)	(b) # of Findings from (a) for which correction was verified no later than one year from identification (06-07SY)
employed, enrolled in some type of postsecondary school, or 7both, within one year of leaving high school.	Dispute Resolution	<i>See data table 7 for summary of dispute resolution activity associated with indicators 16- 19/ APR FFY05</i>	<i>See data table 7 for summary of dispute resolution activity associated with indicators 16-19 /APR FFY05</i>	<i>See data table 7 for summary of dispute resolution activity associated with indicators 16-19 / APR FFY05</i>
	Other Agency: Private/Inca rcerated	NA	NA	NA
3. Participation and performance of children with disabilities on statewide assessments.	<u>Monitoring:</u> <u>Part B</u> On-site visits, self- assessment, local APR, desk audit, etc.	3. This indicator was not reviewed through on-site or self assessment	NA	NA
4a. Suspensions/expulsions		42	2	2
7. Percent of preschool children with IEPs who demonstrated improved outcomes.		7. This indicator not required to be addressed in 05-06 SY	NA	NA
	Dispute Resolution*	See note page 1	See note page 1	See note page 1
	Other Agency: Private/Inca rcerated	NA	NA	NA

APR Template – Part B (B)

Tennessee
State

Indicator	Gen Superv System Component(s)	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06, 05-06SY)	(b) # of Findings from (a) for which correction was verified no later than one year from identification (06-07SY)
5. Percent of children with IEPs aged 6 through 21 - educational placements.	<u>Monitoring:</u> <u>Part B</u> On-site visits, self-assessment, local APR, desk audit, etc.	42	Ind # 5 – 14	Ind # 5 – 14
6. Percent of preschool children aged 3 through 5 – early childhood placement.			Ind #6 – 4	Ind #6 – 4
		See note page 1	See note page 1	See note page 1
	Dispute Resolution*			
	Other Agency : Private/Incarcerated			
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	<u>Monitoring:</u> <u>Part B</u> On-site visits, self-assessment, local APR, desk audit, etc.	42	Ind # 8 – 0	Ind # 8 – 0
		See note page 1	See note page 1	See note page 1
		NA	NA	NA
	Dispute Resolution*			
	Other Agency:			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	<u>Monitoring:</u> <u>Part B</u> On-site visits, self-assessment, local APR, desk audit, etc.	See responses in the APR FFY06 for these indicators. NO information provided here	Ind #9 – Ind #10 –	Ind # 9 – Ind # 10 –
10. Percent of districts with		See note page 1	See note page 1	See note page 1
	Dispute Resolution*			

APR Template – Part B (B)

Tennessee
State

Indicator	Gen Superv System Component(s)	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06, 05-06SY)	(b) # of Findings from (a) for which correction was verified no later than one year from identification (06-07SY)
disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Other Agency:	NA	NA	NA
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	<u>Monitoring:</u> <u>Part B</u> On-site visits, self assessment, local APR, Desk Audit, etc.	42	28	28
	Dispute Resolution*	See note page 1	See note page 1	See note page 1
	Other agency: Private/Incarcerated	47	2	2

APR Template – Part B (B)

Tennessee
State

Indicator	Gen Superv System Component(s)	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06, 05-06SY)	(b) # of Findings from (a) for which correction was verified no later than one year from identification (06-07SY)
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	<u>Monitoring:</u> Part B On-site visits, self-assessment, local APR, desk audit, etc.	42	Ind #12 –0* These were findings but were not non-compliant in nature See note on page 96 of indicator #12/ APR FFY06.	Ind # 12 – 0
	Dispute Resolution*			
	Other Agency: Private/Incarcerated	NA	NA	NA
Sum the numbers down Column a and Column b			129 for Part B LEA monitoring 2 for Other Agcy	129 for Part B LEA monitoring 2 for Other Agcy

Percent of noncompliance corrected within one year of identification
column (b) sum divided by column (a) sum) times 100 = **100% for Part B and for other agency**

*A guide to the selection of LEAs for cyclical monitoring in TN**DEMOGRAPHIC CHART FOR APR*

	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
<u>System Group #1</u>	30	34	36	35
<u>Locale Types</u>				
Large metropolitan	2	No Data	No Data	No Data
Large town	1	No Data	1	No Data
Rural	13	16	17	17
Small town	9	5	8	8
Urban large city	2	2	2	5
Urban mid-size city	3	7	3	5
Mid size Central city	No Data	4	5	No Data
<u>Geographic Location</u>				
West	10	9	9	9
Middle	8	10	18	13
East	12	15	9	13
<u>Students with Disabilities</u>	16.5%	17.3%	15.8%	17.1%
<u>Poverty Level Per</u>	20.3%	18.5%	16.9%	17.5%

APR Template – Part B (B)

Tennessee
State

<u>'02 Census</u>				
<u>White; Total Pop.</u>	82.2%	87.4%	84.9%	89.2%
<u>White w/IEPs</u>				
<u>Black; Total Pop.</u>	13.1%	9.0%	11.5%	8.1%
<u>Black w/IEPs</u>				
<u>Hispanic; Total Pop.</u>	3.8%	2.7%	2.6%	2.0%
<u>Hispanic w/IEPs</u>				

Part B State Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report Development:****Monitoring Priority: Effective General Supervision Part B / General Supervision**

INDICATOR 16 - COMPLAINTS: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of signed written administrative complaints will be resolved within required timelines.

Actual Target Data for 2006-07:

98 signed written complaints were received by the division. 84 signed written complaints had reported findings. Of the 84 written complaints with reported findings, 76 were within timelines and 8 were within extended timelines. There were 14 complaints withdrawn or dismissed. There were 0 complaints pending a due process hearing and 0 complaints pending at the end of the report period.

Discussion of Target Data for 2006-07:

100% of signed written administrative complaints were resolved within required timelines. Target was met.

Discussion of Improvement Activities and progress or slippage that occurred for FFY06 (see table below)

Improvement Activities	Discussion of Improvement Activities and progress or slippage that occurred for FFY06
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	This was accomplished through telephone calls and written correspondence with complainants and LEA staff. This is a continuing activity. Progress was accomplished.
Increase communication between	Logs of calls were maintained and

APR Template – Part B (4)

Tennessee
State

legal and other division staff to address and resolve complainant telephone calls before they become formal written complaints. Maintain documentation of calls received and written complaints logged and do a comparison of differences.	communication between legal staff and other staff improved. Staff will continue to maintain logs of telephone calls for comparison to written administrative complaint logs. Progress accomplished. Continue activity.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Section A in the (Insert FFY): [If applicable]

Activities	Timeline	Resources
NONE AT THIS TIME		

TABLE 7-REPORT OF DISPUTE RESOLUTION

TABLE 7

Page 1 OF 1

**REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07**

OMB:1820-0677
FORM EXPIRES: 08-31-2009

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	98
(1.1) Complaints with reports issued	84
(a) Reports with findings	84
(b) Reports within timeline	76
(c) Reports within extended timelines	8
(1.2) Complaints withdrawn or dismissed	14
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	35
(2.1) Mediations	
(a) Mediations related to due process	11
(i) Mediation agreements	7
(b) Mediations not related to due process	16
(i) Mediation agreements	11
(2.2) Mediations not held (including pending)	8
SECTION C: Hearing requests	
(3) Hearing requests total	48
(3.1) Resolution sessions	20
(a) Settlement agreements	11
(3.2) Hearings (fully adjudicated)	3
(a) Decisions within timeline	0
(b) Decisions within extended timeline	3
(3.3) Resolved without a hearing	29
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B State Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report Development:**

Monitoring Priority: Effective General Supervision Part B / General Supervision
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INDICATOR 17 – DUE PROCESS HEARINGS: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by (3.2)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of due process hearings will have written decisions within the required timelines.

Actual Target Data for 2006-07:

. 48 due process hearing requests were received by the division. 3 due process hearing requests were fully adjudicated. Of the 3 that were fully adjudicated 3 were decided within extended timelines. 29 due process hearing requests were resolved without a hearing. 16 requests were pending at the end of the reporting period.

Discussion of Actual Target Data for 2006-07: 100% of due process hearings were decided within the timelines. Target was met.

Discussion of Improvement Activities and progress or slippage that occurred for FFY06 (see table below)

Improvement Activities	Discussion of Improvement Activities and progress or slippage that occurred for FFY06
Provide training for hearing officers. Continue use of Model Order of Continuance to provide	Hearing officer training was provided in April 2007 and May 2007. Use of the model order of continuance is encouraged in administration of the hearing process.

APR Template – Part B (4)

Tennessee
State

uniformity and continuity in administration of the hearing process.	This is a continuing activity.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Section A in the (Insert FFY): [If applicable]

Activities	Timeline	Resources
NONE AT THIS TIME		

Part B State Annual Performance Report (APR) for 2006-2007

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 18 – HEARING REQUESTS THAT WENT TO RESOLUTION: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2006 2006-2007	52% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

Actual Target Data for 2006-07):

20 resolution sessions were conducted and 11 resulted in signed written agreements.

Discussion of Actual Target Data for 2006-07:55% of hearing requests that went to resolution sessions resulted in signed written agreements.
Target was met.**Discussion of Improvement Activities and progress or slippage that occurred for FFY06
(see table below)**

Improvement Activities	Discussion of Improvement Activities and progress or slippage that occurred for FFY06
Collect data regarding resolution sessions. Make division staff available for technical assistance and explanation of resources that may be available to expedite resolution of the dispute and to attend resolution sessions.	Completed during the 2006-07 school year. Progress made/continue activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Section A in the FFY06:

Activities	Timeline	Resources
NONE AT THIS TIME		

Part B State Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report Development:**

Monitoring Priority: Effective General Supervision Part B / General Supervision
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INDICATOR 19 - MEDIATION: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	52.5% of mediations will reach agreement within any applicable timelines

Actual Target Data for 2006-07:

35 mediation requests were received by the division and 16 were not related to due process hearing requests. Of the 16 that were not related to due process hearing requests, 11 resulted in agreements. Of the 11 mediations that were related to due process hearing requests, 7 resulted in agreements. 8 mediations were either pending or not conducted.

Discussion of Actual Target Data for 2006-07:

67% of mediations reached agreement within applicable timelines. Target was met.

**Discussion of Improvement Activities and progress or slippage that occurred for FFY06
(see table below)**

Improvement Activities	Discussion of Improvement Activities and progress or slippage that occurred for FFY06
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	Training for mediators was conducted in January, 2006. Mediation is continually encouraged by division staff as a dispute resolution process. Progress made/continue activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Section A in the FFY06:

Activities	Timeline	Resources
NONE AT THIS TIME		

Part B State Annual Performance Report (APR) for 2006-2007**Overview of the Annual Performance Report:**

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 20 – TIMELINESS & ACCURACY OF DATA & REPORTS: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2006 (2006-2007)	State reported data are 100% timely and accurate.

Actual Target Data for 2006-07:**a. Evidence that state reported data were submitted on or before due dates:****618 Data Reports**

Tennessee submitted six of the seven OSEP Annual Data Tables on time.

DTS files for Tables 1, 2, 3, 4, 6 and 7 were submitted to OSEP and Westat on time. Child Count Table 1, Education Environment (placement) Table 3, and Assessment Table 6 were submitted on February 1, 2007. Personnel Table 2, Exit Table 4, and Dispute Resolution Table 7 were submitted on November 1, 2007. *Table 5 – Report of Children with Disabilities Subject to Disciplinary Removal* was submitted late. Tennessee's OSEP Discipline Table 5 was submitted to OSEP and Westat on Thursday, December 20, 2007. Tennessee's EDEN N009 file (exit data) was transmitted to the US Department of Education on December 7, 2007.

Annual Performance Report

The Annual Performance Report was submitted on the the due date of February 1, 2008 as required.

b. Evidence that state reported data are accurate:**618 Data Reports**

Accurate data entry is ensured by (a) student-level data collection through our state-wide special education data system that is partially integrated with Tennessee's state-wide student information system with state assigned unique student identifiers; (b) student-level data entry occurs during the process of writing each student's Individualized Education Plan (IEP) in 122 of 136 LEAs, thus is reviewed by all IEP team members; (c) all key student demographic data and data for all federal reports is controlled by the state through data entry validation tables which enforces consistent data entry by all LEAs; and (d) many hours of direct technical assistance is provided to LEAs regarding data entry and data quality control. Report instructions provided with each report table are carefully followed to generate all 618 federal data reports. Tennessee reviews all data tables using the edit checks provided in the technical assistance documentation available on the IDEA Data website. All state reported 618 data are accurate.

See attached *Rubric for Part B – Indicator 20*.

Annual Performance Report

The standards set out for reporting state activities were met as required unless otherwise noted.

Discussion of Target Data for 2006-07SY:

New procedures have been put in place to address the issues preventing the timely submission of Tennessee's Table 5 data. We anticipate meeting the target of 100% timely and accurate data reporting for SY 2007-2008.

Discussion of Improvement Activities and progress or slippage that occurred for FFY06 (see table below)**A. To ensure accuracy of data:**

Improvement Activities	Discussion of Improvement Activities and progress or slippage that occurred for FFY06
Provide TA to LEAs on: <ul style="list-style-type: none"> a. collecting valid & reliable data as well as procedures to verification of data b. maintaining copy of records submitted to State c. How/when to notify State of changes in LEA data d. Year to year comparisons of each table, i.e. child count, 	During the first three months of the 2006-2007 school year, weekly teleconferences were held for all LEAs. For the remainder of the school year teleconferences regarding data and data system issues were held as needed. The primary purpose of these teleconferences was to provide technical assistance regarding topics listed in Improvement Activities a-e (listed to the left) in a detailed manner; to inform LEAs of changes/edits/fixes in the data system for students with disabilities; cover issues surrounding the integration of the data system for students with disabilities with the data system for all students in the state. Technical assistance regarding the use of state-wide

<p>disability information, exiting and LRE data</p> <p>e. Definitions for common misinterpretations or new interpretations, such as how to enter “Moved, not known to be continuing”, distinguishing long vs. short-term suspensions, etc.</p> <p>f. Use of state-wide assessment data for students with disabilities in state and federal reports (new OSEP Table 6)</p>	<p>assessment data for students with disabilities in state and federal reports (new OSEP Table 6) was provided to LEAs in 2006-2007. All LEAs received email notifications regarding scheduled technical assistance teleconferences and attachments containing information shared during previous teleconferences. The average participation rate for the teleconferences was 56% (76 of 136 LEAs participating).</p> <p>Progress made/continue activity.</p>
<p>Work with contractor for state special education student information system to refine data collection system to ensure accuracy and timeliness of teacher, school, LEA, and SEA-level data</p>	<p>During FFY 2006-07, approximately 130 hours of direct contact (in-person meetings, work sessions, and follow-up conversations) with the contractor for the state special education student information system to refine data collection system to ensure accuracy and timeliness of teacher, school, LEA, and SEA-level data were completed.</p> <p>Progress made/continue activity.</p>
<p>Implement unique student identification number to more accurately match, track, and interpret data.</p>	<p>All LEAs are now required to access the unique student identification number assignment/lookup program when enrolling students in the LEA and store this number.</p> <p>Progress made/activity completed.</p>
<p>Communicate and collaborate with other offices within the Tennessee Department of Education to obtain comparison data necessary for compilation of Annual Performance Report indicators</p>	<p>Meeting monthly with TN Department of Education (TDOE) Data Management Committee (department-wide, all offices represented). These meetings are conducted by the TDOE Director of Data Quality, who is also the state's Education Data Exchange Network (EDEN) Coordinator.</p> <p>Progress made/continue activity.</p>
<p>Work to receive clearance to submit data previously submitted to OSEP through the DANS system via the Education Data Exchange Network (EDEN).</p>	<p>Some progress made. Tennessee received approval for the submission of Exit Table 4 data through the Education Data Exchange Network (EDEN). Tennessee will continue to work toward the goal of submitting all required special education data to the US Department of Education via the EDEN system.</p>

	Progress made/continue activity.
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B. To ensure that all federal data tables are submitted on time –

Improvement Activities	Discussion of Improvement Activities and progress or slippage that occurred for FFY06
Information placed on special education website for LEAs to download and read to facilitate the timely and accurate submission of their December Census Report	Information was made available to LEAs regarding the 2006 December Census Report packet (including both state and federal data collections) on November 18, 2006. Progress made/continue activity.
December Census due to State from LEAs	100% of LEAs reported their 2006 December Census to the state by January 31, 2007 Progress made/continue activity.
Deadline for all verifications and additional data.	100% of LEAs reported their 2006 December Census to the state by January 31, 2007 Progress made/continue activity.
Submit Federal Data Tables 1, 3 & 6 to OSEP	The 2006-07 OSEP Child Count Table 1, Education Environments Table 3, and Assessment Table 6 for Tennessee were submitted to OSEP and Westat on February 1, 2007 (10:48PM CST). Progress made/continue activity
Information placed on special education website for LEAs to download and read to facilitate the timely and accurate submission of their End of the Year Reports	Information was made available to LEAs regarding the 2006-2007 End of the Year packet (including both state and federal data collections) on April 16, 2007. Progress made/continue activity
EOY Federal Tables due to State from LEAs	100% of LEAs reported their 2006-2007 End of the Year packet to the state by September 15, 2007 Progress made/continue activity
Submit Federal Data Tables 2, 4, 5,	Personnel Table 2, Exit Table 4, and Dispute

and 7 to OSEP	<p>Resolution Table 7 were submitted to OSEP and Westat using the DTS format on time (on November 1, 2007 11:08PM CST). The EDEN N009 file containing data for Exit Table 4 was transmitted on November 7, 2007.</p> <p>We experienced significant delays in our ability to report OSEP Discipline Table 5 for 2006-07. The significant delays reporting occurred due to technical problems in retrieval of Limited English Proficiency (LEP) status from the new special education student data system. Discipline Table 5 for 2006-2007 was submitted to OSEP and Westat on December 20, 2007 (at 10:29PM CST). Even though Table 5 was not submitted by the Nov. 1 deadline, this is an improvement of one month less delay based on the submission date of January 24, 2007 for the 2005-2006 TN Exit Table 5.</p> <p>We <u>do not</u> anticipate delays in reporting OSEP Table 2 or Table 5 for 2007-2008.</p> <p>Slippage/continue activity.</p>
December Census due to State from LEAs	<p>100% of LEAs reported their 2006 December Census to the state by January 31, 2007</p> <p>Progress made/continue activity.</p>
Deadline for all verifications and additional data.	<p>100% of LEAs reported their 2006 December Census to the state by January 31, 2007</p> <p>Progress made/continue activity</p>
Submit Federal Data Tables 1, 3 & 6 to OSEP	<p>The 2006-07 OSEP Child Count Table 1, Education Environments Table 3, and Assessment Table 6 for Tennessee were submitted to OSEP and Westat on February 1, 2007 (10:48PM CST).</p> <p>Progress made/continue activity</p>
Information placed on special education website for LEAs to download and read for EOY Reports	<p>Information was made available to LEAs regarding the 2006-2007 End of the Year packet (including both state and federal data collections) on April 16, 2007.</p> <p>Progress made/continue activity.</p>

APR Template – Part B (4)

Tennessee
State

EOY Federal Tables due to State from LEAs	<p>100% of LEAs reported their 2006-2007 End of the Year packet to the state by September 15, 2007</p> <p>Progress made/continue activity.</p>
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C. To ensure that the FFY'06 APR is submitted by February 1, 2008

Review and assign or re-assign staff to each indicator as needed.	<p>Assignments were in place the week after submission of the FFY2005 Annual Performance Report (APR). Some changes were made and introduced at a Division wide staff meeting in June, 2007.</p> <p>Progress made/activity completed.</p>
Organize the content of federal data tables 1, 3 & 6 for indicators who utilized Dec. 1 data (due February 1 to OSEP) for next APR in format for indicator chairpersons to use with groups.	<p>The tables were provided to OSEP and to the appropriate chairpersons in accordance with planned timeframes. Indicators associated with these tables were completed in advance of the 2/1/08 deadline for APR submission.</p> <p>Progress made/activity completed.</p>
Provide reformatted Federal Data Tables to appropriate indicator chairpersons.	<p>All data tables utilizing Dec. 1 data reformatted and provided to Chairpersons - Fall, 2007.</p> <p>Progress made/activity completed.</p>
Assignments due for indicators who utilized Dec. 1 data (due February 1 to OSEP).	<p>All indicator assignments ready for review and revisions - Fall, 2007.</p> <p>Progress made/activity completed.</p>
Ongoing review of all indicators with feedback provided.	<p>Throughout August-December, 2007.</p> <p>Progress made/activity completed</p>
Submit select "draft" indicators to SDOE APR director for review and revision.	<p>Indicators 8,11,13,15, and 16-19 for APR and 14 for SPP submitted for review and revision in early October prior to submission to Advisory Council.</p> <p>Progress made/activity completed.</p>
Submit completed "draft" indicators to state Advisory Council for review and feedback.	<p>Provided to state Advisory Council on October 16, 2007 for review at their meeting on October 22, 2007.</p> <p>Progress made/activity completed</p>

Consider and incorporate Advisory Council comments on select draft indicators.	Week of October 29, 2007 Progress made/activity completed
Finalize indicators utilizing February 1 data for next APR.	All planned for this time frame finalized. Progress made/activity completed
Organize federal data tables 4, 5 & 7 (due November 1 to OSEP) for next APR in format for indicator chairperson use.	Formats for indicators 1and 2 (table 4) and indicators 16-19 (table 7) were completed for use by chairpersons in a timely manner. Indicator 4a (table 5) was slightly delayed. Slippage/activity completed.
Provide Federal Data Tables (due to OSEP on Nov. 1) to appropriate indicator chairpersons.	Table 5 (indicator 4a Discipline) was slightly delayed. Tables 4 (indicators 1 and 2) and Table 7 (indicators 16-19) provided on time Slippage/activity completed
Assignments due for indicators who utilized data due to OSEP on Nov. 1.	All assignments for these indicators (except indicator 4a) completed on time. Slippage/activity completed
Director of APR reviews draft indicators and provides feedback to indicator chairpersons.	Ongoing throughout APR development period. Progress made/activity completed.
Submit completed “draft” indicators to DOE APR Director for review & final revision.	All submitted by January 4, 2007 Progress made/activity completed
Provide “draft” of 2 nd round of indicators to State Advisory Council for review and comments.	Provided January 7, 2008 at the Advisory Council meeting. Progress made/activity completed.
Consider and incorporate electronic Advisory Council comments into APR	Advisory Council comments/edits collected at their meetings and incorporated shortly thereafter.

APR Template – Part B (4)

Tennessee
State

	Progress made/activity completed
Electronically submit completed APR to State Advisory Council. (includes indicators reviewed in October and January)	Submitted week of February 4th, 2008 Progress made/activity completed
Submit FYY'06 APR to OSEP & place document on Division website.	Submitted to OSEP electronically on February 1, 2008. Document submitted to webmaster to place on the web at same date. Progress made/activity completed

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY06

Activities	Timeline	Resources
NONE AT THIS TIME		

SPP/APR Data - Indicator 20				
APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3
8	0	0	0	0
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	0	1	1	2
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			Subtotal	54
APR Score Calculation		Timely Submission Points - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		59

APR Template – Part B (4)

Tennessee
State

Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1
Table 3 - Ed. Environments Due Date: 2/1/07	1	1	1	1
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1
Table 5 - Discipline Due Date: 11/1/07	0	1	1	1
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1
				Subtotal
618 Score Calculation			Grand Total (Subtotal X 2) =	

APR Template – Part B (4)

Tennessee
State

Indicator #20 Calculation	
A. APR Grand Total	63
B. 618 Grand Total	54
C. APR Grand Total (A) + 618 Grand Total (B) =	117
Total N/A in APR	0
Total N/A in 618	0
Base	119
D. Subtotal (C divided by Base*) =	0.983
E. Indicator Score (Subtotal D x 100) =	98.3

*Note any cell marked as N/A will decrease the denominator by 1 for APR and 2 for 618

Part B State Annual Performance Report (APR) for 2006-2007

Overview of the Annual Performance Report:

Data for the State Indicator of Disproportionate Identification of Minority Students as Intellectually Gifted was collected through system reporting in the 2006-2007 Gifted End-of-Year Report. A task force comprised of parents, teachers, university educators, advocacy groups and DOE personnel was assembled and met throughout the 2006-2007 school year with purpose of determining appropriate identification standards and guidelines for underrepresented student populations as Intellectually Gifted. Additionally, Tennessee's Disproportionality Core Workgroup comprised of DOE Special Education Staff and ESL Staff met several times during the 2006-2007 school year and has set a State Goal to decrease the underrepresentation of black (not Hispanic) and Hispanic students who are identified as Intellectually Gifted.

Monitoring Priority: Disproportionate Identification of Minority Students as Intellectually Gifted

STATE INDICATOR 21 – GIFTED: Under representation of black (not Hispanic) and Hispanic ("target") students as Intellectually Gifted:

- A. Percent of "target" students identified as potentially gifted through individual screening
- B. Percent of "target" students evaluated and identified as gifted
- C. Percent of "target" students receiving services as gifted in grades K-12

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- A. Percent of "target" students identified as potentially gifted through individual screening = number of students in "target" groups individually screened divided by the total number of students in "target" groups X 100.
- B. Percent of "target" students evaluated and identified as gifted = number of students in "target" groups evaluated and identified as gifted divided by the total number of students in "target" groups X 100.
- C. Percent of "target" students receiving services as gifted = number of students in "target" groups receiving services as gifted divided by the total number of students in "target" groups X 100.

FFY	Measurable and Rigorous Target
2006 2006-2007	<p>Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .1%.</p> <p>Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .1%.</p>

Actual Target Data for 2006-2007:

Data collected in the 2006-2007 school year is indicative of continued disproportionate identification and placement of black (not Hispanic) and Hispanic students as gifted when compared with white (not Hispanic students). Based on Tennessee's June 30, 2007 school enrollment, the total number of students in Tennessee for grades K-12 was 982,860. Students identified as Intellectually Gifted comprised 14,897 or 1.52% of the total school population. Analysis of this data compares white (not Hispanic), black (not Hispanic), and Hispanic students to the total or sum of these three target populations in the areas of Individual Screening, Comprehensive Evaluation and Placement, and Services through Special Education. The data is as follows:

(State Indicator – Part A)
Target Students Identified as Potentially Gifted through Individual Screening

# White Students Individually Screened	Total # Targeted Students Individually Screened	% White Students Individually Screened
5,472	7,338	74.57%

# Black Students Individually Screened	# Hispanic Students Individually Screened	Total # Targeted Students Individually Screened	% Target Students Individually Screened	
			Black	Hispanic
1,678	189	7,616	22.87%	2.58%

Summary of Data: Part A

White Students		Black Students		Hispanic Students	
2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
# Individually Screened		# Individually Screened		# Individually Screened	
9,795	5,472	2,599	1,678	316	189
% Individually Screened		# Individually Screened		# Individually Screened	
74.67%	74.57%	19.81%	22.87%	2.41%	2.58%

(State Indicator – Part B)
Target Students Evaluated and Identified as Gifted

# White Students Evaluated and Identified	Total # Target Students Evaluated and Identified	% White Students Evaluated and Identified
2517	3129	80.44%

# Black Students Evaluated and Identified	# Hispanic Students Evaluated and Identified	Total # Target Students Evaluated and Identified	% Target Students Evaluated and Identified	
			Black	Hispanic
409	63	3129	13.07%	2.01%

Summary of Data: Part B

White Students		Black Students		Hispanic Students	
2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
# Evaluated and Identified		# Evaluated and Identified		# Evaluated and Identified	
4,560	2517	1,928	409	186	63
% Evaluated and Identified		% Evaluated and Identified		% Evaluated and Identified	
65.30%	80.44%	27.61%	13.07%	2.66%	2.01%

(State Indicator – Part C)

Target Students Receiving Gifted Services

White (not Hispanic)		
Statewide Total # White Students	# White Students Receiving Gifted Services	% White Students Receiving Gifted Services
688,017	12,091	1.76%

Black (not Hispanic)		
Statewide Total # Black Students	# Black Students Receiving Gifted Services	% Black Students Receiving Gifted Services
248,334	2,012	.81%

Hispanic		
Statewide Total # Hispanic Students	# Hispanic Students Receiving Gifted Services	% Hispanic Students Receiving Gifted Services
46,509	186	.40%

Summary of Data: Part C

White Students		Black Students		Hispanic Students	
2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Total # of Students		Total # of Students		Total # of Students	
668,029	688,017	247,729	248,334	40,930	46,509
# Receiving Gifted Services		# Receiving Gifted Services		# Receiving Gifted Services	
22,962	12,091	4,659	2,012	489	186
% Receiving Gifted Services		% Receiving Gifted Services		% Receiving Gifted Services	
3.4%	1.76%	1.9%	.81%	1.2%	.40%

Discussion of Target Data for 2006-07

On August 10, 2007 Tennessee's State Board of Education approved revised eligibility standards for the identification of students who are Intellectually Gifted. The purpose for revision of the eligibility standards is to provide a valid, reliable, equitable, multi-modal, and multi-dimensional assessment for the identification of underrepresented target populations (black-not Hispanic and Hispanic) as Intellectually Gifted.

The data reviewed and analyzed for the 2006-2007 school year excludes those students being served as gifted through standards established at the local level. Prior to the 2006-2007 school year, data has been collected and analyzed for students identified as gifted and served in general education gifted programs, as well as for students identified as Intellectually Gifted and provided services with an IEP through special education. Therefore, the number of students reported for the 2006-2007 school year are comprised only of those students receiving services through special education. The exclusion of general education gifted services in the analysis for this report results in a significant decline in all areas that were examined

(Individual Screening, Comprehensive Evaluation and Placement, and Services). The August 10, 2007 revisions to the eligibility standards and the analysis of data for students identified as gifted by these standardized procedures will serve in the 2006-2007 school year as a baseline for expected improvements in disproportionate underrepresentation of Tennessee's target populations.

In reference to further submissions of the "state created" Indicator #21:

Improvements to the TDOE State Report Card in the area of public reporting of disaggregated data for students with IEPs has allowed the Division of Special Education to improve data analysis of gifted student identification and programs. The Division is now able to provide LEAs with a relative measure of progress for comparison within the district and comparison of the district to all other districts in the state.

The Division is currently developing a yearly status report, based on this improved gifted student data that provides districts with technical assistance and professional development, as needed, for improvement of proportionate gifted student identification and improvement of gifted programming. *The Division will no longer report on Indicator 21 in its federal APR*; instead, it will implement data collection, data analysis, and reporting to districts through its annual "TN Gifted Student Status Report".

**Discussion of Improvement Activities and progress or slippage that occurred for FFY06
(see table below)**

Improvement Activities	Discussion of Improvement Activities And progress or slippage that occurred for FFY06
1. Develop and pilot revised assessment procedures for potentially gifted students from "target" populations	Activity 1 Completed Progress Made Discontinue Activity 1
2. Develop Gifted "Best Practices" Manual to include: <ul style="list-style-type: none"> recommended child find and screening procedures appropriate, culturally-fair procedures of assessing "target" populations for gifted instruction methods for secondary students identified as gifted 	Activity 2 in process and on-going Conducted two WebEx conferences as prelude to manual. PowerPoint for training entitled <u>Gifted Eligibility Standards Assessment Training & Tutorial 9-24-07</u> is located on web at http://state.tn.us/education/speced/seassessment.shtml Distributed training Questions and Answers document (Appendix A of Gifted Manual) statewide and posted on web at http://state.tn.us/education/speced/seassessment.shtml Progress Made Continue Activity 2
3a. Revise and analyze LEA Gifted End-of-Year (G EOY) Report to reflect revisions made in gifted identification and assessment criteria 3b. Analyze data from G EOY Report and provide focus TA and LEA demographic-specific guidelines to LEAs with disproportionate or no child find activities (i.e., grade level and individual screening)	Activity 3a Completed Discontinue Activity 3a Activity 3b in progress and on-going Continue Activity 3b

3c. Provide technical assistance to LEAs that continue to screen and assess "target" populations for gifted at disproportionate rates.	Activity 3c in progress and on-going Continue Activity 3c
4. Provide training and TA to LEA gifted services personnel, school psychologists, gifted screening team members and teachers of gifted in appropriate, culturally-fair child find, screening, and evaluation procedures of alternative assessment methods for "target" populations.	Activity 4 in process and on-going Conducted two WebEx conferences as prelude to manual. PowerPoint for training entitled <u>Gifted Eligibility Standards Assessment Training & Tutorial 9-24-07</u> is located on web at http://state.tn.us/education/speced/seassessment.shtml Distributed training Questions and Answers document (Appendix A of Gifted Manual) statewide and posted on web at http://state.tn.us/education/speced/seassessment.shtml Distributed Intellectually Gifted Assessment Resource Packet statewide and posted on web at http://state.tn.us/education/speced/seassessment.shtml Progress Made Continue Activity 4

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY) : [If applicable]*

Activities	Timeline	Resources
NONE AT THIS TIME		

APPENDIX A

IDEA, Part B – ACRONYMS

ADM		Average Daily Membership
APR		Annual Performance Report
BIP		Behavior Intervention Plan
CADRE		Consortium for Appropriate Dispute Resolution in Special Education
CFR		Code of Federal Regulations
CIMP		Continuous Improvement Monitoring Process
CSPD		Comprehensive System of Personnel Development
DCWG		Disproportionality Core Work Group
DD Council		Developmental Disabilities Council
DOE		Department of Education
DSE		Division of Special Education
ECT		Early Childhood Transition
EOY		End of Year
ESL		English as a Second Language
ESY		Extended School Year
FAPE		Free Appropriate Public Education
FBA		Functional Behavior Assessment
FLRE		Free Appropriate Public Education in the Least Restrictive Environment
FSC		Field Service Centers
GS		General Supervision
GSEG		General Supervision Enhancement Grant
ICC		Interagency Coordinating Council
IDEA /IDEIA		Individual with Disabilities Education Act 2004
IEP		Individual Education Program
IFSP		Individual Family Service Plan
LEA		Local Education Agency (i.e. School System)
LRE		Least Restrictive Environment
NCLB		No Child Left Behind
NCCRESt		National Center for Culturally Responsive Education Systems

OR		Other Requirements
OSEP		Office of Special Education Programs
Part B		The section of the IDEA that pertains to special education services for children from 3 to 22 years
Part C		The section of the IDEA that pertains to Special Services for children from birth through 2 years
PI		Parent Involvement
PIP		Program Improvement Plan
PTI		Parent Training & Information Centers
RTI		Response To Intervention
SEA		State Educational Agency
SIG		State Improvement Grant
SIP		School Improvement Plan
SSMS		State Student Management System
ST		Secondary Transition
TA		Technical Assistance
TCA		Tennessee Code Annotated
TCSP		TN Comprehensive Systemwide Planning Process
TDOE		Tennessee Department of Education
TEIS		Tennessee Early Intervention System
TBD		To Be Determined
TSB		Tennessee School for the Blind
TSD		Tennessee School for the Deaf
WTSD		West Tennessee School for the Deaf